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Intercultural Rhetoric in the Written Academic Discourse: The Rhetorical Functions of Citation in English and Spanish by College Students and Expert Writers

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INTERCULTURAL RHETORIC IN THE WRITTEN ACADEMIC DISCOURSE: THE RHETORICAL FUNCTION OF CITATIONS IN ENGLISH AND SPANISH BY COLLEGE STUDENTS AND EXPERT WRITERS[1]

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ABSTRACT

This research studies the practice of citation in two cultural communities, the American and the Spanish, in an academic setting. The main objective of this research is to determine what are the rhetorical functions of citations in the master's thesis of 12 American and 12 Spanish students written in their native language, as well as in scientific articles of 12 American and 12 Spanish professional writers in Applied Linguistics, and to identify the differences found among these groups.

To study this pragmalinguistic phenomenon, I used the computational text analysis of the rhetorical functions of citations via the Antconc 3.2.4w concordance software (Anthony, 2011) and these are arranged in a typological classification, which modified the outline proposed by Petrić in his 2007 article.

The results obtained from this research indicate that the different cultural conventions in the compositions highlight the differences not only in the texts written in English with respect to the Spanish group, but likewise show the rhetorical characteristics identifiable to professional academic discourse and postgraduate students.

KEYWORDS: discourse analysis; academic writing; rhetorical functions of citations; intercultural rhetoric; cross-language study; expert and novice writers.

1. INTRODUCTION

The primary goal of this research is to compare the rhetorical functions of citations used by Spanish students and American students in their master's theses written in their native languages - Spanish and English - in the field of Applied Linguistics, and study whether there are any significant differences. The results are then compared from the analysis of articles written by expert scholars in both the same languages in the same discipline.

A master's thesis illustrates a lopsided communicative exchange between a novice writer and an expert reader, in which the latter assesses the novice whether he/she adapts to social norms (not only of writing but also of the level of accumulated knowledge in the subject, application of specific terms, content

organization, politeness, etc.) agreed upon by the scientific community. The outcome of this interaction will either to accept or reject the writer as a member of the academic community by the panel (Hyland, 1999; Soler-Monreal & Gil-Salom, 2011). In this regard, the postgraduate students must compare different sources in their discourse in a polyphonic communication situation (Bakhtin, 1979; Fløttum, Dhal & Kinn, 2006; Bondi, 2012) in which they must adjust the content and the rhetorical demands of the communicative context. In this knowledge transformation process, they will organize, shape, and analyze the bibliographic knowledge, and indicate with their own voice the research limitations previously done in their field of study to claim their new knowledge (Arnoux *et al.*, 2005). Similarly, the students must also meet the linguistic, rhetorical, and discursive conventions governing the disciplinary community of their specialization. However, it is within this intertextual network where writers construct their identity as authors through the dialogic connections they establish with the others' voices in the research. It is therefore necessary to consider the rhetorical functions of citations in its relation to the writer's position in the text (Breivega, Dahl & Fløttum, 2002; Bazerman, 2003; P. Thompson, 2005; Petrić, 2007; Harwood, 2009; Castelló *et al.*, 2011; Sánchez-Jiménez, 2013; Soler-Monreal & Gil-Salom, 2014). In the case of the expert scholars, they recognize their firsthand knowledge of the subject matter and the rhetorical conventions of writing; they are not compelled to demonstrate their scholarship to the discourse community which they are already part of. Through publications, they interact with their peers by establishing a dialogic communication with other members of the discipline.

This study fills the epistemological vacuum on citation in Applied Linguistics. The bibliography remain scarce in terms of cross-cultural comparison of citation use in master's thesis, in comparison to works by expert scholars (For review, see Sánchez-Jiménez, 2011, 2018a). Despite the large extent of the branches of Intercultural Rhetoric, even to other fields of study (*cf*. Kaplan, 1988; Connor, 1996, 2011) and has been researched in this field and in Genre Analysis, I am unaware of any existing contrastive studies on two different linguistic cultures and rhetorical functions of citations in the genres of research articles, theses and dissertations. There is a need for academic training in this element because of the growing demand of foreign students in the universities and language studies in the postgraduate programs in recent decades (Vázquez, 2001; Swales, 2004; Hyland, 2009). Globalization has restructured the needs of society and the main characteristics of teaching and learning, which have become increasingly internationalized through exchange programs, scholarships to study abroad or through joint postgraduate studies (e.g. Fulbright, Andrew W. Mellon, Erasmus Socrates, MAEC-AECID, ALBAN, FUNIBER, Fundación Carolina) promoted by various government and academic institutions from different countries and taught in different

languages (e.g. Coemius, Leonardo da Vinci, European Master in Learning and Teaching of Spanish in Multilingual and International Contexts).

To sum up, this research aims to provide an intercultural overview on the use of rhetorical functions of citations in texts written in English and Spanish by postgraduate students and professional authors in Applied Linguistics, discover the differences arising from the discipline, culture, language, and level of expertise (both expert and novice), and determine how these variables contribute to constructing the writer's identity.

2. THEORETICAL FRAMEWORK

Citation processes are shaped in a textual context that characterizes the academic discourse within each genre, disciplinary community or culture framework. In other words, the explicit reference to theoretical background is a hugely important indicator of the relationship between the academic text and the context of knowledge, which thus constitutes a collaborative construction of new knowledge between writers and readers (Hyland, 2000; Parodi, 2007). Citations are, therefore, to be considered as disseminators of knowledge that is radially transmitted, moving across the author's discourse community from which it expands to other neighboring areas that could operate through its discipline. This element is, undoubtedly, an essential part of any academic work, and its proper use through the adoption of effective rhetorical strategies of communication should be interpreted as a quality indicator of a text. It is likewise one of the main identifier elements of academic writing that marks its own specificity within each discipline and the author's personal style (Hyland, 1999, 2000; P. Thompson, 2005; P. Thompson & Tribble, 2001; Samraj, 2008). Thus, its significance is far beyond its functionality as a source given the writer communicates with the discourse community with not only the range of information on specific topics and the regular update of data, but also with the adoption of the rhetorical purposes shown in the functions of citations in texts. In this regard, many studies in Linguistics have highlighted its rhetorical importance in academic writing organization and in knowledge construction (Swales, 1990, 2004; Hyland, 1999, 2000, 2005; Thompson & Tribble, 2001; Petrić, 2007; Samraj, 2008, 2013; Sánchez-Jiménez, 2012; Dontcheva-Navratilova, 2015).

The linguistics studies of citation started in the '80s, twenty years after it became a subject of research among information scientists and sociologists. The original concept of citations as the main catalyst of objectivity in scientific writing – the theoretical roots of which started from Information Science – has evolved over recent decades, and in the late '70s, some sociologists began to publish persuasive papers

involving the use of this textual resource (Gilbert, 1977; Brooks, 1986; Latour, 1987; Vinkler, 1998; Wang & White, 1999, Case & Higgins, 2000), followed later by other linguists (Swales, 1986; Hyland, 1999, 2000, 2002, 2005, 2011; P. Thompson, 2005; Petrić, 2007; Samraj, 2008; Harwood, 2009; Mansourizadeh & Ahmad, 2011). Citation use by the writer implies his/her knowledge claims on topics which are reinforced by alluding to the expert voices of his/her sources in order to persuade the audience the validity of his/her research. Once the writer places his/her work next to the other authors', he/she wants to establish a dialogue with the members of the disciplinary community. Moreover, the position of the voice in constructing the network of intertextual references (Bazerman, 2003) enables the writer to build a credible representation of him/herself within the scientific text by the varied use of different rhetorical functions of citations (Ivanič, 1998; P. Thompson, 2005; Charles, 2006; Hyland, 2002, 2005, 2011; Soler-Monreal & Gil-Salom, 2014; Dontcheva-Navratilova, 2015).

However, this stance varies based on the writer's academic rank and the use of the language. Two previous studies analyzed the differences between the expert writers' and the novice writers' citations. In the case of Mansourizadeh & Ahmad (2011), the results showed how, through citation, the expert writers generally made contrastive viewpoints on topics indicated by the cited sources, which they annotated and paraphrased to consolidate their voice in the text. Their stance thus clearly intended to persuade the readers on the validity of their opinions based on their in-depth knowledge of pertinent topics in their writings. In addition, they exhibited greater control over the discursive conventions of the discipline and strategically used information gathered from the sources through citations, using a greater number of non-integral citations in order to put emphasis on the message. Such category, in comparison to the integral (Swales, 1990), includes the author's name between parentheses. The students, on the other hand, would generate a smaller number of citations in their work, most preferably the integral type. They are limited to collecting ideas taken from sources in order to show their knowledge through citations in isolation without sustaining their voice nor transmitting their personal opinions. Relying on referred texts is a characteristic shared among postgraduate students in their academic writings (Dong, 1996; Hyland, 2002; Petrić, 2007; Mansourizadeh & Ahmad, 2011; Soler-Monreal & Gil-Salom, 2011; Jalilifar, 2012; Sánchez-Jiménez, 2013) since as novice researchers, in general, they still lack a formed opinion on the subject of their research.

Jalilifar (2012), for his part, analyzed the differences in citation use by both postgraduates and authors of research articles written in L1 and L2. The results indicated that the non-expert writers exceeded in their citation practices than those who are experts in research writing despite the fact that both sides use

citations in concordance with the conclusions presented by Mansourizadeh & Ahmad (2011). This makes us then reflect on the relevance of cultural and academic variation in the use of citations.

With respect to the linguistic variation in the studies conducted in English and Spanish, Mayor Serrano (2006) analyzed three medical genres (research article, popular article, and textbook) and discovered that there was a variation in citation use in both languages. Like Mayor Serrano (2006), Mur Dueñas (2009) also found corroborating evidence of a cultural variation in the use of English and Spanish in knowledge transfer through the use of citations by expert writers. The author concluded in her study that writers in English, in comparison to Spanish writers, used a more assertive style in their citation use and even generated a significant large number of citations.

As to the non-expert postgraduate authors' writings, Soler-Monreal & Gil-Salom (2011) found variation in citation use in English and Spanish after comparing the data from twenty (20) doctoral theses. Based on this study, the English postgraduate students often resort to using literal and integral citations (48.85%). The Spanish group, on the other hand, tend to paraphrase words from the author and use non-integral citations (61.98%). To sum up, the native writers of English are more assertive than the Spanish, a result that corroboratates Mur Dueñas' (2009) study on expert writers. The authors confirmed these findings in a further research (Soler-Monreal & Gil-Salom, 2014), in which they made an in-depth qualitative analysis of politeness strategies in citation and the implications of the reporting verbs selection in the dialogicity.

These studies have been fundamental to this research because thematic areas and different disciplinary conventions are addressed from an intercultural perspective. This solidifies the relevance of my study for those readers interested in determining how these variables interact in texts written by experts and postgraduate students in English and Spanish in the field of Applied Linguistics.

3. TYPOLOGY OF RHETORICAL FUNCTIONS OF CITATIONS

The typology of the rhetorical functions of citations used in this research is based on Petrić's 2007 study, which was carried out with Central European students in the Gender Studies discipline. Nine (9) types of rhetorical functions of citations were identified, which I adapted in the context of my research. For example, the category "statement of use" was not applied due to the difficulty of distinguishing "statement of use" from "application" and "attribution" because the researcher does not have any knowledge of the author's intentions when citing. However, the difference between attribution and application can also be at times complex. Therefore, a new section was created in my typology for the

"declaration of use" category, which refers to citations on borrowed materials or instrument from the cited source.

Another significant change in my study in relation to Petrić's typology (2007) is the "establishing links between sources" category. In my proposal, I divided this category into two: first, the uses of comparison and contrast between or among different sources (Petrić, 2007:246-247) and second, "competence" which refers to the statement that is attributed to a group of studies or authors.

Lastly, I include a new category called "self-citation". It was not included in Petrić's typology (2007) because she focused on the analysis of texts written by master's degree students. This type of function alludes to the author's citation of his/her own prior works, and this can often be observed in expert authors' writings.

In the following pages, we find the ten (10) functions of citations and its corresponding description. This typology can be found in Sánchez-Jiménez (2013), in which it is explained exhaustively.

In the typology presented below, I include text samples from master's theses analyzed in this research, which are coded in parentheses. There is a label that refers to the author of the text with the capitalized initial of his/her nationality (E: Spanish; A: American), a lowercase is used to mark the discursive genre (a: article; m: master's thesis) and numbers are assigned to each student (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12).

1. ATTRIBUTION (AT): This rhetorical function of citation is merely descriptive and gives citation an informative value that states that the opinion, idea or proposition included in the text is in line with that of another author making a previous reference to it.

> The role of speaking in ESL writing classrooms has unfortunately been less researched than the focus on writing itself, with the pervasive assumption that writing and speaking are on opposite sides of a "great divide" of the language learning spectrum (Hyland, 2002, p. 52). **(Am1)**

2. EXEMPLIFICATION (EX): The researcher's statement is clarified by citing examples from the author.

> For example, Ashby reports an overall rate of use of 20% following forms of'être' (to be), which rises to 37% for the third person singular form of this verb, 'est', and 0% following forms of "avoir" (to have) **(Aa5)**

3. REFERENCE (REF): It redirects the reader to the source, which facilitates him/her in text consultation. It usually appears in parentheses and is normally preceded by abbreviations such as "vid.", "v.", "cf." in

Spanish and primarily "see" in English, or verb forms such as "ver" or "véase" in Spanish and "for a review" or "refer to" in English.

> But see White and Juffs (1998), who found evidence that Chinese-speaking learners can acquire this feature. **(Am6)**

4. DECLARATION OF USE (DE): It is used to refer to citations on borrowed materials or instrument from the cited source.

> In each case, the data collection was based on Labov's (1984) sociolinguistic interview format, which aims to elicit natural, spontaneous speech. **(Aa5)**

5. APPLICATION (AP): It refers to an idea or concept that the researcher borrows from the source in order to incorporate it into his/her study.

> Similarly, CS3's citations to other literature justify the topic of research, but in this case by helping to create a research space (Swales, 1990). **(Aa2)**

6. EVALUATION (EV): This function refers to the researcher assessing the work of another author.

> As Granger rightfully points out, this method—although not particularly time-consuming—is inherently limiting the research to those pre-selected linguistic features **(Am3)**

7. ESTABLISHING LINKS BETWEEN SOURCES (EN): The function underscores the links, comparisons, and contrasts between the used sources. It may highlight the different standpoints on a particular topic, as well as emphasizes that the researcher can identify debatable issues by differentiating the opinions of cited authors that have opposing views (Petrić, 2007:245).

> While Krashen (1985) thought comprehensible input was the major condition necessitating SLA, Swain (1995) hypothesized that in the production of language a learner must consider Syntax. **(Am4)**

8. COMPARISON OF ONE'S OWN FINDINGS OR INTERPRETATION WITH OTHER SOURCES (CO): It is used to indicate similarities or differences between the researcher's works and those of the source. (Petrić, 2007:246).

> Research question 3 posited the question of whether sensitivity to specific L2 structures would be modulated by verbal aptitude. Based on the results of previous studies (DeKeyser, 2000; Abrahamsson and Hyltenstam, 2008; Harley and Hart, 1997), it was hypothesized that sensitivity to agreement violations (here, d' scores) would be correlated with MLAT scores. **(Am6)**

9. COMPETENCE (COMP): This function highlights the relevance of a concept, term, or idea by citing several authors in a research statement. This type of information is considered general knowledge in the discipline. Each multiple citation in this category is counted as a single citation.

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10. SELF-CITATION (SE): The researcher cites his/her own previous works in order to prove his/her knowledge claims and thus his/her proficiency on the subject.

> When I turn to citation patterns themselves, a long-standing basic distinction is the division into integral and nonintegral citations (Swales, 1990) **(Aa6)**

4. THE CORPUS AND THE METHOD

The corpus consists of a total of twenty-four (24) master's theses in Applied Linguistics –twelve (12) by native Spanish postgraduate writers in Spanish (Ee) and twelve (12) in English by American (Ai) postgraduate researchers. These were selected based on internal criteria to ensure comparability. Moreover, I compare these results from the analysis of twenty-four (24) articles in Applied Linguistics - twelve (12) in English and twelve (12) in Spanish by professional scholars. To have a comparable corpus, some variables are controlled, such as the date in which these theses were written (2005-2016), the discipline, the topics, the country of publication, and the number of words in each text. The theses in English were downloaded from the repositories *ProQuest Dissertations and Theses Database*, and those in Spanish from the *Biblioteca Virtual de la Red Electrónica de Didáctica del Español como Lengua Extranjera (RedEle)*. The articles, on the other hand, were obtained from twenty (20) different journals published in the U.S.A. and Spain. While the theses authors are all American and Spanish, the experts' origins vary among different English and Spanish speaking countries.

In the initial stages of the analysis, I used the citation categories from Petrić's typology that are based on functional criteria. Citations are then manually coded in terms of their rhetorical functions, considering the linguistic context, such as reporting verbs or key words (e.g. see, for example, *vid*., ej.) that allow me to determine the type of function involved in citation. After six months, I reviewed the analysis to revise the most complicated cases identified in its initial stagesvg. Thus, a quantitative methodology was used to study this phenomenon based on the computational text analysis (Anthony, 2011) of the rhetorical function

of citations arranged in typological classification. Through the Antconc 3.2.4w program, I was able to make a more accurate calculation of citations. Additionally, it allowed me to reexamine the concordance lines in which the citations were found. Lastly, the aggregate data were calculated by multiplying the number of citations per 1,000 words and dividing the product by the total number of words in each master's thesis.

5. RESULTS AND DISCUSSION

5.1. General Findings

From the analysis of 48 master's theses, there are 5,702 citations recorded, 2,687 of which are generated by the Spanish group and 3,015 by the American group, even though the Spanish theses (289,132) are longer than the American theses (263,358). The novice writers produce a greater number of citations in their works with 4,012 in comparison to expert authors with only 1,690 occurrences. This can be explained by the number of words in their texts (Em + Am: 552,490; Ea + Aa: 186,810). In this respect, if we consider the density of citations shown in Table 1 in the general findings, we can verify that the use of this feature is more common in the subcorpus written by expert writers (Ea: 7.56; Aa: 10.37) compared to the number of words in the texts.

	No. of Citations	*Length (words)*	*Average per paper*	*Density per 1.000 words*
Group Ea	667	88,222	132.26	7.56
Group Em	2,020	289,132	143.13	6.98
Groups Ea+Em	2,687	377,354	140.43	7.12
Group Aa	1,023	98,588	96.37	10.37
Group Am	1,992	263,358	132.21	7.56
Groups Aa+Am	3,015	361,946	120.04	8.32
Totals	5,702	739,300	129.65	7.71

Table 1: Number of citations, length, and density in the four sub-corpora

In terms of nationality, the writers in English are those who cite their sources more frequently (Aa + Am: 8.32; Ea + Em: 7.12). This data aligns with the previous studies carried out in this field in both languages (Mayor Serrano, 2006, Mur Dueñas, 2009, Soler-Monreal & Gil-Salom, 2011, 2014). However, some studies (Mansourizadeh & Ahmad, 2011, Soler-Monreal & Gil-Salom, 2011) do not work with the density of citations per 1,000 words, which impedes our data comparison with their research findings.

Their quantitative findings are open to question, since the length of the texts were not considered in the study because the researchers only worked on the total number of citations computed in the analysis and its resulting percentage.

5.2. *Results of the citations by rhetorical function and group*

As observed in Table 2, the results show that the most frequently used rhetorical functions of citations in the master's theses are AT (Am: 2.85; Em: 2.88) and EN (Am: 3.14; Em: 2.04), which outweighed all the other categories.

	Ea	Den.	Aa	Den.	Em	Den.	Am	Den.	Ea+Em	Aa+Am	Am+Em	Aa+Ea
SE	34	0.38	64	0.65	32	0.11	6	0.02	0.17	0.19	0.06	0.52
EN	264	2.99	452	4.58	592	2.04	829	3.14	2.26	3.56	2.57	3.83
EV	2	0.02	17	0.17	19	0.06	34	0.13	0.05	0.14	0.09	0.11
EX	18	0.20	74	0.75	49	0.16	76	0.28	0.17	0.41	0.22	0.49
REF	46	0.52	87	0.88	74	0.25	21	0.08	0.31	0.29	0.17	0.71
CO	9	0.10	36	0.36	15	0.05	50	0.19	0.06	0.23	0.11	0.24
COMP	83	0.94	106	1.07	103	0.35	128	0.48	0.49	0.64	0.58	1.01
DE	13	0.14	17	0.17	143	0.49	44	0.16	0.41	0.16	0.33	0.16
AP	39	0.44	42	0.42	158	0.54	53	0.21	0.52	0.26	0.38	0.43
AT	159	1.80	128	1.29	835	2.88	751	2.85	2.63	2.42	2.87	1.53

Table 2: Frequency and density of the rhetorical functions of citations by expert and novice writers in English and Spanish

Notwithstanding, the differences between the groups in these functions are significant to this research. The frequent use of EN citation appears to be common among researchers writing in English; even the group of American students largely uses this type of complex citation in comparison to the group of experts who write in Spanish. I consider this citation to be complex because it shows advanced disciplinary knowledge on content and exceptional reference authors in the discourse community (Mansourizadeh & Ahmad, 2011:158). In the excerpt below, the writer reviews the inadequate definition of the concept of voice in the pedagogical context by firstly showing the studies conducted in the United States and compare them afterwards with those conducted in Europe.

> Jeffery's (2011) interview of secondary school teachers reveals that a majority of them still hold an expressivist orientation to voice despite the theoretical dominance of social and dialogical models. Matsuda and Jeffery's (2012) textual study of assessment rubrics (in tests such as TOEFL, IELTS, and SAT) shows that voice is inadequately operationalized, even though statements of writing outcomes (such as those of

Writing Program Administrators) increasingly make a place for voice. Outside the United States, I find a similar inconsistency. Through interviews with master's degree students in Central Europe, Petrić´ (2010) found that the most frequent conceptions of voice are individualistic, based on expression of opinion, authorial presence, and personal experience. **(Aa9)**

The AT citation, on the other hand, appears to be isolated in the text throughout the paragraph, without contrasting ideas or authors, as it occurs with EN. AT is a category that denotes the use of a more expository style in the discourse, the writer compiles information on the subject in a more descriptive manner.

Heift and Schultz (In press) draw attention to the fact that the notion of error is not by any means objective (i.e., there appears to be considerable variation in results among the grammaticality judgment tasks conducted even on native speakers). These differences can be attributed to dialectal differences and partially to the variation in socioeconomic and educational backgrounds among the native speakers performing the grammaticality judgment tasks; the same holds true when it comes to parsers that often overlook pragmatic and semantic errors.
Corder (1974) makes a distinction between errors, mistakes, and lapses— errors being the central category since, according to Corder's classification, only […] **(Am3)**

The EX and EV categories appear to distinguish the group of writers by the language used in their texts. This can be largely observed among writers in English who provide examples of other authors in order to show concepts or ideas included in their works. As I discussed about the EN category, this citation requires a broader knowledge of the researchers of their discourse community. The same happens to EV, through which writers evaluate the works of other colleagues. In this study, the texts that were analyzed generated only positive evaluations, which were determined by the use of factual verbs in citation introduction, or by the inclusion of an adjective or an adverb in the sentence that contain references, such as in the following:

Howard (2007, pp. 11–12) offers perhaps the most powerful statement against electronic anti-plagiarism services in a reaction to Turnitin's claim that its service helps students better understand intellectual property while saving teachers' time. **(Am4)**

As Hyland (1999) points out, this function is particularly common in the Humanities compared to the Sciences due to its more controversial nature. My research corroborates the English-Spanish contrastive study of Soler-Monreal & Gil-Salom (2011) on this subject, in which it is maintained that:

In the Spanish corpus, the option of challenging and criticising is avoided, as the writer assumes she/he must show modesty and prudence. He is aware that she/he is placed in an unequal situation to that of the other participants and criticism of the work of others can constitute a face-threatening activity. Textual and mental verbs are used to mitigate this threat. (Soler-Monreal & Gil-Salom, 2011:70)

Although the conclusion from Soler-Monreal & Gil-Salom's work (2011) is relevant to groups Am (EV = 0.13) and Em (EV = 0.06) in my study, this finding on expert-novice comparison must be explained to some extent. The group with the least use of EV was the expert group Ea (EV = 0.02), even below Em. This is not the case between Aa (EV = 0.17) and Am, in which the former uses this function more frequently. The writers in English incline to make a clear stance in the text in order to convince the audience of how their views are valued when they assess the cited works in their research development, as previously noted by other authors (see Moreno, 2010).

In the case of DE and AP, the authors who write in Spanish, particulary master's degree students, produce a greater number of occurrences. This is due to the frequent use of references to sources in the Didactic Proposal section that include more than half of the master's theses in Spanish (58.33%), unlike the American group whose theses do not have this section. The following example shows a citation in which the author borrows three (3) materials to create a didactic unit:

> Cinco tiras cómicas: tres páginas (28, 29 y 37) del manga de Hebizo y Nagiko (2009) 日人の知らない日本語 (que hacen referencia al lenguaje asociado a los yakuza japoneses, a un lenguaje japonés arcaico), una viñeta de Uno más en la familia. Diario de un gato recién adoptado (que permite introducir contenidos relacionados con la pragmática), de Fonollosa (2014), y una viñeta de Moderna de Pueblo (que trabaja todo lo estudiado durante la unidad didáctica y, especialmente, lo relativo a las referencias culturales), de Córcoles et al. (2014) **(Em5)**

When it comes to identifying expert from novice writers, AT is by far the most frequently used citation among novice writers, and the one that is most used by Spanish students, as shown in Fig.1. The American writers, on the other hand, combine this function with EN in similar frequency. With the predominant use of AT, the novice writers generally summarize the information from the sources without contrasting the different views on the subject matter. This type of behavior in citation is expected at the postgraduate level, as many researchers have previously indicated (Dong, 1996; Hyland, 2002; Petrić, 2007; Mansourizadeh & Ahmad, 2011; Jalilifar, 2012; Sánchez-Jiménez, 2013). All of them concur in pointing out that the postgraduate student is primarily limited to attributing the knowledge borrowed from consulted sources.
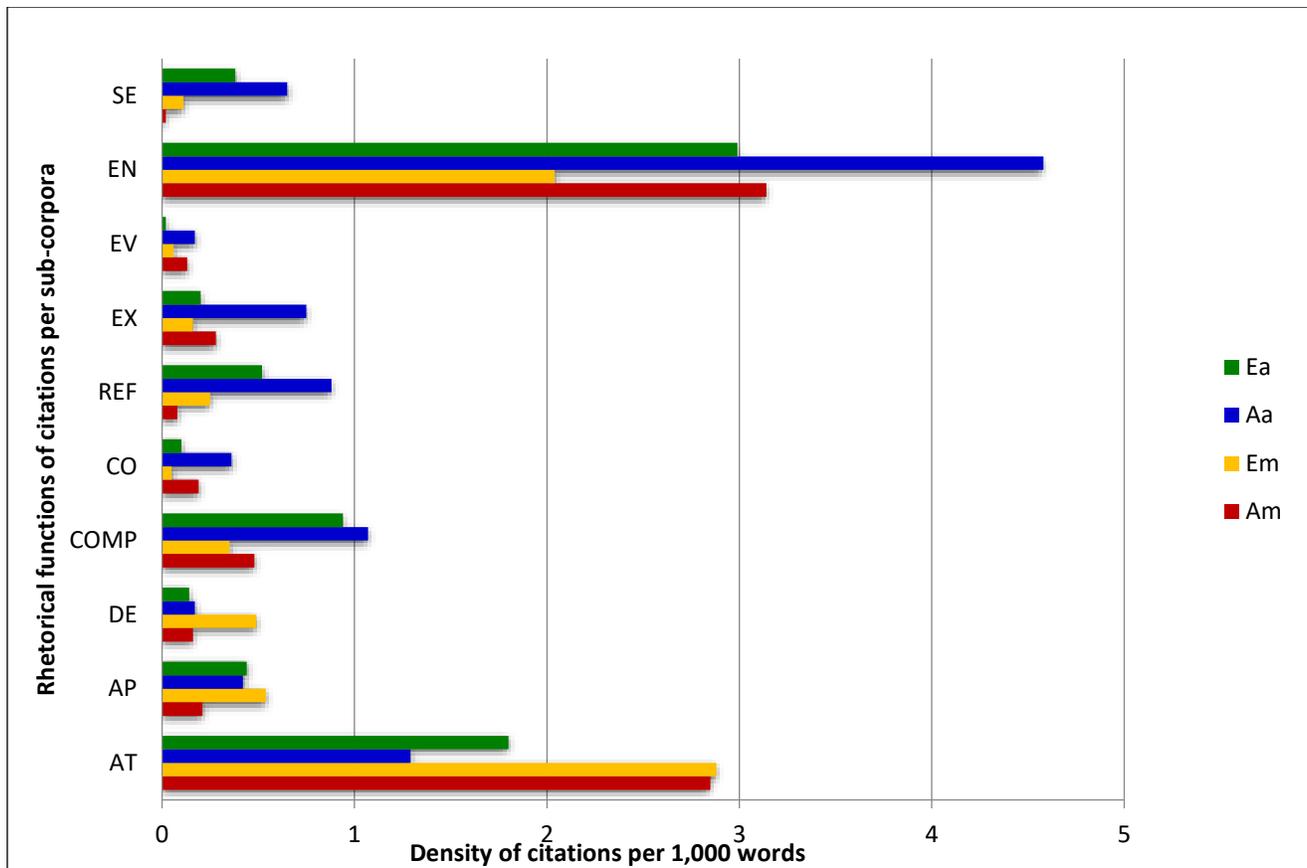
Fig. 1. Density of rhetorical functions of citations per sub-corpora

Other notable differences relative to the writer's level of expertise between the groups have to do with complex categories such as REF, COMP, AP and AU. The mastery of the first three functions requires the writer to be an expert in the field and has knowlegde base on the topics needed for his/her research in a specific academic discipline. That is why oftentimes he/she can make references that will facilitate the reader widen his/her knowledge through REF. The need for bibliographical knowledge is evident in the use of several citations with COMP, which is common knowledge in the field. Likewise, the use of AP demonstrates expertise in the discipline, through which the researcher makes a connection with the origin of concept or idea. Due to the degree of complexity involved in mastering these rhetorical functions, its common use is expected among professional writers, as proven by this research's findings.

The SE function must be highlighted as it is used to promote the line of research of the text's author and to show the line of previous works that over the years have been cemented in his/her paper. As shown in Table 2, this citation is more common among expert writers of both languages, but is evidently not common among students because they are in their initial stages of research writing, i.e. master's thesis

writing, and they normally do not have prior publications. However, I have a case of a student who constantly makes references to a master's thesis he/she previously completed. This unique case undermines the study's findings, since the result from a single writer with a large number of citation use raises the overall number of SE citations found in Em subcorpus despite its rarity among the group.

In this respect, both the number in Table 2 and the result shown in the graph can deceive the reader who does not have access to the study's data. This makes us question the reliability of the data from quantitative analysis. It therefore requires an exhaustive qualitative analysis, especially if it involves pragmatic elements in written discourse.

6. CONCLUSIONS

Both the language of communication and the cultural rhetorical patterns acquired during the formative years can alter the way we organize the content and how we present them in an academic research paper. This study explores this variation in the use of the rhetorical functions of citation by Spanish and American postgraduate students who write in their native language and by experts in English and Spanish.

After the corpus analysis, it is verified that the authors who write in English use a large number of citations, among which complex rhetorical functions EN, EV or EX. This may be due to a higher degree of training that American students receive in academic writing both in undergraduate and postgraduate levels. Spanish universities, on the other hand, lack compulsory subjects related to academic writing that enable students to follow criteria and effectively elaborate texts for research. However, texts written in Spanish include a high number of occurrences in DE and AP categories with respect to those written in English. This is due to the idiosyncrasies found in the master's theses written in Spanish. These citations are included in the Didactic Proposal section, which American authors do not have in their works. Moreover, the section includes photographs, text fragments, didactic activities, and borrowed concepts from other authors, which are represented in citation as DE and AP.

As to the corresponding findings on the differences between expert and novice writers, the novice adopts an expository style in which he/she examines the attributed sources from other authors in his/her paper (AT). By doing so, his/her voice remains more objective and impersonal because of his/her inclination to avoid criticism and personal confrontation considering his/her low status in the discourse community (AT, DE). The expert scholars, on the contrary, use a more conventional dialogic style to communicate with their peers in the discipline with EN, REF, COMP.

In this regard, as P. Thompson (2005:321) points out, one of the most important qualities of an academic professional writer is the capacity to transform knowledge from sources and find his/her own voice and identity as an author with respect to the cited references, thus encouraging the writer to show his/her proficiency on the various rhetorical functions that involve more complex citation uses (EN, COMP, REF, AP). This practice implies a defining element that separates the two groups, that is, the novice prefers to conceal his/her voice by not taking a stance with respect to the cited sources (Dong, 1996; Hyland, 2002; Pecorari, 2006; Charles, 2006; Petrić, 2007; Wette, 2010; Mansourizadeh & Ahmad, 2011; Jalilifar, 2012). The writer, being a novice, develops his/her work by heavily depending on cited texts. He/she still lacks the necessary skills to transform knowledge due to the early stages of academic writing (Pecorari, 2006). The expert, on the other hand, demonstrates a greater command of disciplinary conventions and strategically uses citation to support or validate the results of his/her studies.

The findings in my research will enable us to create a didactic proposal that will help college students adapt themselves to the rhetorical-discursive and pragma-linguistic characteristics of the Spanish or the English language in Applied Linguistics in the genre of master's thesis and research article. In short, this study helps scholars better understand the language and culture in their research development in a new academic community in a foreign country. It facilitates to easily and quickly integrate themselves in these communities and social groups. This study will thus prove to be instrumental in perceiving and reducing cross-cultural differences though the development of writing conventions acquired in a new learning context. In conclusion, the results from this research can contribute pedagogically to academic writing courses, most specifically related to research writing. However, despite the absence of a didactic proposal in this paper, other authors (G. Thompson & Ye, 1991; P. Thompson & Tribble, 2001; Vázquez, 2001, 2001b; Swales & Feak, 2004; Petrić, 2007; Wette, 2010, Sánchez-Jiménez, 2018b) have already specified materials for such purposes. Given the importance of the rhetorical functions of citations in academic writing, which if incorporated in course syllabi on academic writing, may prove to be beneficial and necessary. As college students become trained and familiarized, they will be better equipped, organized and effective in their postgraduate writings and in their subsequent research projects.

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