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**CITATION USES AND PERCEPTIONS IN THE LITERATURE
REVIEW OF PHD THESES BY EFL ARAB POSTGRADUATES**



**DOCTOR OF PHILOSOPHY
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Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

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Abstrak

Sitasi dalam penulisan akademik adalah penting tetapi mencabar untuk penulis baru. Meski pun banyak kajian telah diusahakan tentang penggunaan sitasi, namun kurang kajian menyentuh penggunaan sitasi dalam kalangan pelajar pascasiswazah Arab yang mempelajari bahasa Inggeris sebagai bahasa asing (EFL). Oleh hal yang demikian, kajian ini bertujuan mengenal pasti penggunaan sitasi dan meneroka persepsi pelajar pascasiswazah EFL Arab dan penyelia tesis PhD tentang penggunaan sitasi. Kajian kualitatif ini meneliti 20 bab ulasan karya daripada tesis PhD yang dihasilkan oleh pelajar pascasiswazah EFL Arab dalam bidang Teknologi Maklumat dan Linguistik Terapan. Pendekatan tatabahasa sistemik fungsional Halliday telah digunakan untuk menganalisis penggunaan sitasi. Ciri-ciri linguistik yang diperoleh daripada analisis kata dan tatabahasa telah diupayakan dalam penilaian penggunaan sitasi. Sembilan orang pelajar pascasiswazah EFL Arab dan lima orang penyelia PhD dari bidang Linguistik Terapan dan Teknologi Informasi telah ditemu bual untuk mengenengahkan cabaran penggunaan sitasi. Dapatan menunjukkan klausa deklaratif penuh digunakan dalam sitasi. Proses material, relational, verbal, mental, existential, dan behavioural digunakan untuk memperlihatkan Sistem Transitiviti. Klausa yang kompleks dalam sitasi dihubungkan secara hipotaktikal dan parataktikal untuk merealisasikan unjuran, penambahan, dan kombinasi kedua-duanya sebagai satu bentuk hubungan logik-semantik. Tema teks, interpersonal, bertopik, berpredikat dan bertanda diguna pakai dalam klausa sitasi dengan pelbagai kekerapan. Penilaian mendedahkan terdapat dua penggunaan klausa dalam sitasi, iaitu penggunaan yang sesuai dan tidak sesuai. Temu bual dengan pelajar pascasiswazah EFL Arab memaparkan bahawa antara cabaran dalam penggunaan sitasi, termasuklah menentukan pendirian, mempunyai pengetahuan yang terbatas dalam penggunaan sitasi, dan mengolah semula. Temu bual dengan penyelia juga menunjukkan masalah yang dialami oleh pelajar pascasiswazah EFL Arab disebabkan oleh kurang pembacaan mendalam, ketidakupayaan untuk menggunakan sitasi, kurang kemahiran penulisan akademik dalam bahasa kedua, dan ketidaksesuaian penetapan pendirian penulis. Dapatan kajian ini melanjutkan pengetahuan sedia ada tentang pemerihalan linguistik berhubung penggunaan sitasi dan meneroka peluang untuk mengembangkan kursus EAP/ESP.

Kata kunci: Penulisan akademik, Sitasi, Ulasan karya, Tatabahasa Sistemik Fungsional

Abstract

Citation in academic writing is significant but challenging for novice writers. In spite of the increasing studies on the use of citations, limited knowledge is available about the use of citations by EFL Arab postgraduates. Hence, this study aimed at determining the use of citations and exploring the perceptions of EFL Arab postgraduates and PhD supervisors on the use of citations. This qualitative study examined 20 literature reviews from PhD theses in Information Technology and Applied Linguistics produced by EFL Arab postgraduates. The use of citations was analysed using Halliday's Systemic Functional Linguistics. The linguistic features obtained from the lexico-grammatical analysis were employed in the evaluation of the use of citations. Nine EFL Arab postgraduates and five PhD supervisors from Applied Linguistics and Information Technology were interviewed to highlight the challenges encountered in using citations. The findings revealed that full declarative clauses were used in the citations. Material, relational, verbal, mental, existential, and behavioural processes were used to realize the Transitivity System. Clause complexes in citations were joined hypotactically and paratactically to realize Projection, Expansion, and a combination of Projection and Expansion as logico-semantic relations. Textual, Interpersonal, Topical, Predicated, and Marked themes were employed in the clauses of the citations with varied frequencies. The evaluation revealed both appropriate and inappropriate use of clauses in the citations. The interviews with EFL Arab postgraduates revealed the challenges encountered in using citations such as adopting a stance, having insufficient knowledge in using citations, and paraphrasing. The interviews with PhD supervisors also showed that difficulties faced by EFL Arab postgraduates are due to lack of in-depth reading, inability to use citations, poor L2 academic writing skills, and improper positioning of writers' stance. The findings of this study, firstly, extended the existing knowledge of linguistic description on the use of citations and, secondly, explored opportunities to develop EAP/ESP courses.

Keywords: Academic writing, Citations, Literature review, Systemic Functional Linguistics (SFL)

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List of Abbreviations

AWL	Academic Word List
AL	Applied Linguistics
AHSGS	Awang Had Salleh Graduate School
CAQDAS	Computer Assisted Qualitative Data Analysis
CARS	Create a Research Space
CDA	Critical Discourse Analysis
DBIs	Discourse-Based Interviews
EFL	English Foreign Language
ESL	English Second Language
EFLs	English Foreign Learners
ELPT	English Language Proficiency Test
ESP	English for Specific Purposes
EPC	English for Professional Communication
FLLs	Foreign Language Learners
FL	Foreign Language
GSU	Graduate Studies Unit
IELTS	International English Language Testing System
IT	Information Technology
L2	Second Language
PhD	Doctor of Philosophy
RAs	Research Articles
SLLs	Second Language Learners
SL	Second Language
SFL	Systemic Functional Linguistics
TBIs	Text-Based Interviews
TOEFL	Test of English as a Foreign Language
UUM	Universiti Utara Malaysia
UK	United Kingdom
UKM	Universiti Kebangsaan Malaysia
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The great significance of students' academic writing has attracted the attention of the higher education (Coffin, *et al.*, 2003; Arkouids and Tran, 2010) since academic writing is a central productive skill that is strongly associated with academic success (Manjet, 2016). If a student has problems in writing, it will likely result in failure, and such problems are not easily clarified (Lillis and Scott, 2007). What distinguishes academic writing from other kinds of genre is the high degree of formality; academic writers are required to write appropriately and correctly, using technical vocabulary, complex sentences, and a less use of the personal voice (Coffin *et al.*, 2003; Swales and Feak, 2012). This formality is considered the most intimidating and challenging issue (Hyland, 2006) because a formal research report with complex data and ideas would not be accepted academically for publication since it could be regarded as too simplistic when written in non-academic or conversational English (Swales and Feak, 2012).

In writing academic articles, academic reports, dissertations or PhD theses, students should build their studies on other researchers' studies and findings. Therefore, citations constitute a part and parcel of academic writing because the credibility and reliability of the information presented by a writer depends to a large extent on the previous studies. This implies that building one's studies is achieved through other previous studies (Feak and Swales, 2009; Hyland, 2009a; Petric' and Harwood, 2013; Samraj, 2013) by means of citations which can be employed in different forms

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APPENDIX A: REQUEST TO USE UMM THESES BY EFL ARAB POSTGRADUATES

9 July 2015

Madam Rahimah Saad
Director
Academic Affairs Department
(Students' Affairs)
Universiti Utara Malaysia
06010 UUM Sintok



Dear Madam

**Request for Data on Arab Students who Obtained PhD from 2008 to 2015
from Universiti Utara Malaysia**

Handwritten: Crudeen.
27/8/15
Pegarah
Jabatan Hal Ehwal Akademik
Universiti Utara Malaysia
RAHIMAH SAAD

RAHIMAH SAAD
Pegarah
Jabatan Hal Ehwal Akademik
Universiti Utara Malaysia

I am Nayef Jomaa Jomaa (Matric No: 900097), a PhD candidate of Applied Linguistics at the School of Education and Modern Languages, UUM and my PhD proposal was successfully defended on 28 May 2015. The tentative title of my thesis is 'Citation Practices in the Literature Review of PhD Theses by Arab Students in Malaysia'.

The study will involve analysing citation practices in the literature review of PhD theses by Arab students who already graduated from Universiti Utara Malaysia. The outcomes of the study will be beneficial for pedagogical purposes, where researchers and English teachers specialised in developing academic writing courses can develop materials based on students' writing needs.

This request is being made since I could not obtain a list of the names of Arab students who graduated from UUM with a PhD degree because the student organisations of each country at UUM are voluntarily based. Thus, they do not have enough information about their seniors of the same country.

The data that is required for my PhD research is the list of PhD theses in Information Technology and also in Applied Linguistics by students from four countries – Yemen, Iraq, Jordan and Libya who graduated within the period of 2008 to 2015. Then, the theses will be analysed at the Sultanah Bahiyah Library.


I would be grateful if the requested data would be provided in the following format.

No	Name	Country	PhD Programme	Year of Graduation
1.		Iraq		
2.		Jordan		
3.		Libya		
4.		Yemen		

I would really appreciate it if you could assist me in getting access to the above list so that I could start my next step (data collection and data analysis) during these coming days. All the data will be treated confidential and used for research purposes only.

Thank you very much for your help and kind assistance. If you have any enquiries, please email me at upmupm35@yahoo.com or call me at 0176383304.

Yours sincerely



(Nayef Jomaa Jomaa)

Matric No: 900097

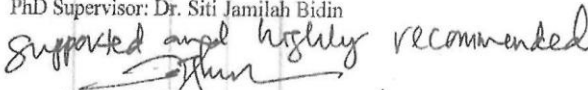
Room 203, Block 11S, Maybank College

Universiti Utara Malaysia.

UUM
Universiti Utara Malaysia

PhD Supervisor: Dr. Siti Jamilah Bidin

supported and highly recommended



DR. SITI JAMILAH HJ. BIDIN
Senior Lecturer
Department of Language Studies
School of Education and Modern Languages
UUM College of Arts and Sciences
Universiti Utara Malaysia

9/09/2015

APPENDIX B: PERMISSION TO USE PHD THESES BY EFL ARAB POSTGRADUATES


In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.


Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:

Dean of Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM Sintok



Appendix C: Approval (No.1) to Use UMM Theses by EFL Arab Postgraduates

 **AWANG HAD SALLEH
GRADUATE SCHOOL OF ARTS AND SCIENCES**
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA

 **UUM**
Universiti Utara Malaysia

Tel: 604-928 5299/5266/5251
Faks (Fax): 604-928 5297
Laman Web (Web): <http://ahsgs.uum.edu.my>

KEDAH AMAN MAKMUR • BERSAMA MEMACU TRANSFORMASI

UUM/CAS/AHSGS/P-30
December 10, 2015

To whom it may concern

Dear Sir/Madam,

APPROVAL FOR THE USE OF THESES FOR ACADEMIC PURPOSES

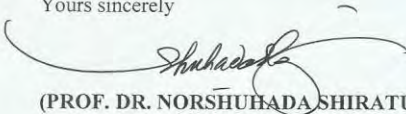
The above matter is referred.

As the Dean of Awang Had Salleh Graduate School of Arts and Science, it is my pleasure to allow this Doctorate (Applied Linguistic) Degree student, Nayef Jomaa Jomaa (90097), to use the following theses as references for academic purposes only. However, the said student must abide by the rules and regulations pertaining to the use of thesis, as have been set by the university.

Thank you.








“ILMU BUDI BAKTI”






Yours sincerely



(PROF. DR. NORSHUHADA SHIRATUDDIN)
Dean
Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences
Tel: 04-9285001 / Fax: 04-9285297

Universiti Pengurusan Terkemuka
The Eminent Management University

APPENDIX D: APPROVAL (NO. 2) TO USE UUM THESES BY EFL ARAB POSTGRADUATES



AWANG HAD SALLEH
GRADUATE SCHOOL OF ARTS AND SCIENCES
UUM College of Arts and Sciences
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KEDAH AMAN MAKMUR • BERSAMA MEMACU TRANSFORMASI

UUM/CAS/AHSGS/P-30
June 11, 2016

To whom it may concern

Dear Sir/Madam,

APPROVAL FOR THE USE OF THESES FOR ACADEMIC PURPOSES

The above matter is referred.

As the Dean of Awang Had Salleh Graduate School of Arts and Science, it is my pleasure to allow this Doctorate (Applied Linguistic) Degree student, Nayef Jomaa Jomaa (90097), to use the following theses as references for academic purposes only. However, the said student must abide by the rules and regulations pertaining to the use of thesis, as have been set by the university.

Thank you.

“ILMU BUDI BAKTI”

Yours sincerely

(PROF. DR. NORSHUHADA SHIRATUDDIN)

Dean
Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences
Tel: 04-9285001 / Fax: 04-9285297

Universiti Pengurusan Terkemuka
The Eminent Management University



APPENDIX E: LITERATURE REVIEW SAMPLING (P.4/AL/YE)

“positive politeness” (Brown & Levinson, 1987). For instance, women generally use the hedge *sort of* to fulfill emotional functions and to soften statements in a way that shows concern for others' feelings (Holmes, 1988). Similarly, they tend to use the hedge *you know* as a facilitative device, a mechanism for drawing others into a conversation (Holmes, 1986). Men's use of *sort of* and *you know*, on the other hand, generally serves goals of an epistemic nature; that is, men hedge in order to register degrees of verbal hesitancy and uncertainty.

2.5.2 Gender Differences in Written Discourse

Studies that examined the effect of gender on EFL writing was reported to be little (Morris, 1998; Sunderland, 2000; Barron, 2003, 2004; Waskita, 2008; Holmes, 2009). The following studies review some of the main gender related differences in relation to the use of hedges and boosters in the written discourse.

Robson, Francis, and Read (2002) analyzed 87 essays written by history undergraduate students. Robson et al. observed that gender differences among history undergraduate writers were limited although men were slightly more likely to use bold constructions than women. This may be because paralinguistic features such as stress and intonation were not present and because higher levels of conventionalization might have overridden deferential behavior elicited by face-to-face contact.

Mulac and Lundell (1994) studied impromptu essays in which college students were asked to describe landscape scenes that were projected onto a large screen. Drawing upon earlier work in the language and gender literature, researchers coded the essays

with respect to 17 linguistic features, including “male language variables” (e.g., references to quantity, judgmental adjectives, elliptical sentences, locatives, and sentence-initial conjunctions or filler words) and “female language variables” (e.g., intensive adverbs, references to emotion, dependent clauses, sentence-initial adverbials, uncertainty verbs, hedges, and long mean-length sentences). Mulac and Lundell note that the analysis of the essays with respect to gender-coded language variables correctly identified the essay-writer’s gender 72.5% of the time.

In a related study conducted by Argamon, Koppel, Fine and Shimoni (2005), gender differences were examined in a large corpus of fiction writing from British National Corpus. They examined gender differences in the occurrence of certain keywords such as personal pronouns, deictics and prepositions. Argamon et al. (2005) analyzed the texts of the applied science, arts, commerce, and leisure. The findings suggest generally very modest but statistically significant differences between men and women. Such differences, as the writers suggest, result from a female concern with relationships and a male concern with systems and analysis.

In another related study, Palander-Collin (1999) examined personal letters written by men and women in the 17th century. Focusing on the phrase *I think* which combines the first person pronoun *I* and the cognitive verb *think*, Palander-Collin’s result is supported by Biber and Reppen (1998) that personal letters written by women show higher levels of interpersonal involvement than do letters written by men.

Appendix F: Literature Review Sampling (P.8/IT/IR)

Zhang and Jiao (2005) propose utilizing a hybrid system based on Immune Clonal Algorithm (ICA) and SVM. They utilize ICA to simultaneously choose feature subset and SVM parameters which are represented in the encoded antibody population. Huang and Wang (2006) and Zhao et al., (2011) propose the use of a hybrid system which is based on GA and SVM. They would use GA to select suitable features simultaneously with optimized SVM parameters which are represented in the encoded chromosomes. Huang and Dun (2008), Lin et al., (2008) and Vieira et al. (2013), on the other hand, choose to use a hybrid system which is based on PSO and SVM. In Huang and Dun (2008), they mix discrete PSO with continuous valued PSO to simultaneously select suitable features and optimize SVM parameters, Lin et al., (2008) use only the discrete version of PSO to optimize feature subset selection and SVM parameters, while Vieira et al. (2013) use Modified Binary Particle Swarm Optimization (MBPSO) to simultaneously select suitable features and optimize SVM parameters. Conversely, Lin et al., (2008) use SA to simultaneously optimize model selection and feature subset selection. They use a continuous Hide-and-Seek SA to optimize the continuous values of SVM parameters and they represent the features as discrete values. The authors, for this paper, not explain how they can handle the discrete values for features while they use the continuous version of SA to optimize SVM parameters.

Also, Pham et al., (2007) propose utilizing a Bees algorithm to simultaneously choose the best combination of feature subset and SVM parameters values for the process of classifying faults in wood layer pieces. Huang (2009) decides to use a

hybrid system which is based on ACO and SVM. He uses classical ACO to simultaneously select suitable features and optimize SVM parameters. Ding and Li (2009) propose using a hybrid system which is based on a Clonal Selection Algorithm (CSA) and SVM. They would then use CSA to select suitable features simultaneously and optimize SVM parameters, while Lin and Chien (2009) propose the use of a hybrid system which is based on Cat Swarm Optimization (CSO) and SVM. They would then use CSO to select suitable features simultaneously with optimized SVM parameters. Finally, Sarafrazi and Pour (2013) utilize two versions of Gravitational Search Algorithm (GSA) which are Real value GSA (RGSA) to optimize the real value of SVM parameters and Binary (discrete) value GSA (BGSA) to select feature subset. GSA is considered as a swarm based metaheuristic seek approach built on the law of gravity and motion and it is derived from the Newtonian law of universal gravitation. Sarafrazi and Pour (2013) apply their approach only on a binary class classification problem; they did not test multi class classification problems.

All the above works - except Huang and Dun (2008) who apply their work on distributed parallel architecture - examine their approaches on different UCI datasets. From the view point of Huang and Wang (2006), Huang and Dun (2008), and Huang (2009), they consider their works to be a novel and first studies that combine GA, PSO, and ACO with SVM to simultaneously optimize both feature subset selection and model selection.

Appendix G: Literature Review Sampling (P.15/IT/PA)

2.4.8 Replica Placement

Replica placement is the process of identifying where to place copies of replicated data files within a data grid system. Transferring a data file from a site to a client consumes an amount of bandwidth. One challenge that is raised from this is to locate candidate sites where the replica could be hosted [25] so as to minimize the amount of bandwidth used.

In [22], Rangthan and Foster introduced six replication strategies. They compared those six strategies by measuring average response time and the total bandwidth consumed for each strategy. The lower the response time and the lower the bandwidth consumption, the better the replication strategy is. However, there is a trade-off between response time and bandwidth consumption. The authors concluded that if users are focused on lower response time, then the Cascading strategy would be the best option. On the other hand, if users prefer the consumption of bandwidth to be the most important issue, then Fast Spread is the better choice of all the six strategies. Nevertheless, these two strategies also do not consider storage cost. If a particular file is no longer popular, it will still be stored by the storage element. That will therefore be a waste of free storage. In the Fast Spread replication strategy, the replica is copied to every node it visits when it is brought backward to the requesting node. In contrast to Fast Spread, Modified Fast Spread (MFS) [121] does not necessarily copy the replica to every node it visits when it is brought backward. It is copied to the visited node in two cases. The first case is if the visited node has sufficient free storage space to store the requested replica. The second case is if the node's free storage space is less than the size of the requested replica, and this

replica was found more important than a group of existing replicas that their sizes are greater than or equal to the size still needed to make the node's storage able to store it.

In a different approach, the authors of [40] proposed a dynamic maintenance strategy called Dynamic Maintenance Service (DMS) to improve the performance of the grid environment. DMS decides where to place the replicas based on two main parameters: request frequency and free storage space. However, the replica deletion mechanism is not considered; rather the system does not locate the replica at a site unless there is enough space even if it brings benefit to system performance.

Meanwhile, [39] proposed a replica placement scheme that tries to overcome the bottleneck caused by increasing the downlinks, which are occurring at the same time. The proposed strategy chooses the best site to host the replica according to the evaluation result based on the number of user request and transmission cost. The purpose of the strategy is to replicate the file to a site that provides minimum average transmission cost. Transmission cost is defined to be inversely proportional to bandwidth, and the site that provides the minimum average transmission cost is selected.

Following the bandwidth aspect, [118] proposed a replication strategy, called Bandwidth Hierarchy based Replication (BHR) to reduce access time by avoiding network congestion. BHR reduces the time taken to access and transfer the file. It

APPENDIX H: LITERATURE REVIEW SAMPLING (P. 3/AL/JO)

Similarly, Gungle and Taylor (1985) carried out an examination of the writing apprehension in an L2 setting. The researchers used the Daly-Miller Writing Apprehension Test in the pilot study and found a significant negative correlation between ESL writing apprehension and the expressed inclination to enrol in an advanced writing class. This finding was parallel to the findings of Daly and Miller (1975c) and Daly and Shamo (1978). Nevertheless, a significant relationship was neither found between ESL writing apprehension and perceived writing demand in the students' majors, nor between ESL writing apprehension and concern of the writing technique as opposed to the content.

2.7 Strategies to Reduce Writing Apprehension

There are innumerable ways in which writing apprehension can be reduced in students. Stapa (1998) explains why researchers concentrate on reducing writing apprehension and mentions four distinct reasons of writing apprehension. First of all, a particular amount of apprehension or anxiety is imperative for writers to succeed in writing. However, some students display a higher than usual level of writing apprehension that may impact their writing in a negative way and display poor writer's performance. Secondly, students display their necessity of developing writing skills for the purpose of garnering positive encouragement to motivate them. Thirdly, students generally feel apprehension in writing when teachers ask them to compose a text. Therefore, teachers notice this apprehension in students and they will modify their teaching instruction to lessen this writing apprehension. The instructors may focus on correcting grammar, punctuation and students. This is especially true with ESL/EFL learners.

The researcher finds through the literature that the lack of specific guidelines for treatment is tied to several theoretical issues within the composition research field. The first issue is an inconsistency with which writing apprehensive behaviors are represented, that is, a lack of systematic definitions, across the studies, necessary to discuss and research writing apprehension. The second issue concerns about the history and status of various psychological and social representations of writers within composition research discussions (Hettich, 1994).

According to Al-Ahmad (2003), researchers and teachers have made a number of attempts to decrease native learners' levels of writing apprehension. Researchers have also often listed the characteristics of students with writing apprehension including the avoidance of writing tasks, frustration feelings, and poor performance (Daly, 1977; Daly and Miller, 1975; Mabrito 1991; Scott & Timmerman, 2005). More of the treatment from teachers is discussed by Smith (1984) who asserts that the treatment of writing apprehension in a single discrete unit of instruction or during occasional activities is not effective in reducing high levels of writing apprehension. He suggests that teachers should be more concerned with planning their instructions effectively in order to heighten the students' achievement and lessen their apprehension. This planning is as follows: (1) Teachers should focus more on writing style, especially, word choice and connection, (2) Teachers should create writing through a fable, (3) Teachers should focus on argument, and should introduce expository writing.

APPENDIX I: STUDENT PARTICIPANTS' CONSENT FORM

The purpose of this research is to shed more light on citation practices in the literature review chapter of PhD theses through the experience of postgraduate Arab students studying Applied Linguistics/Information Technology at Universiti Utara Malaysia.

- I have been given and have understood an explanation of this research.
- I have had an opportunity to ask questions and have them answered to my satisfaction.
- I agree to be taped for the interview.
- I understand that the data I provide will not be used for any other purposes except perhaps forming the basis of papers written for conferences or journals.
- This consent is for no other purposes, and the personal information will not be released to others without my written consent.
- I would like to receive a summary of the conclusions of this study when it is completed.
- I agree to take part in this study.
- I agree to submit the researcher 5 pages of the literature review chapter of my PhD proposal to answer questions related to my linguistic performance.

Name:.....

Signature:.....

Address:.....

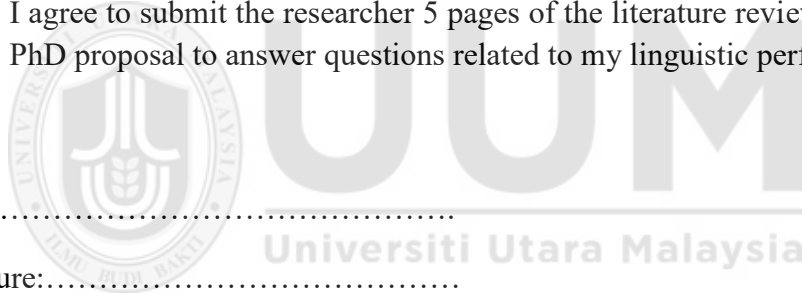
Handphone:.....

Email:.....

Date of the interview:.....

Time of the interview:.....

Place of the interview:.....



APPENDIX J: INTERVIEW QUESTIONS (STUDENT PARTICIPANTS)

Section A

1-Which types of sources do you read to write your PhD proposal?

Published Articles		
Master Dissertations		
PhD theses		
Books		
Others		

2-Which section of the original sources do you read?

Abstract		
Literature review		
Methodology		
Findings		
Conclusion		

3- Which part of the source do you depend on to take/cite information from? Please, rank them based on their priority of importance:

	Abstract		
	Introduction		
	Literature review		
	Methodology		
	findings		
	Conclusion		
	Others		

4-Can you tell me whether the literature review is important or not?

5-Can you tell me about your experience in writing the literature review?

Section B

6-Do you find any challenges or difficulties in citing information?

7-Which type of citations do you prefer?

e.g. Citation types are divided into integral and non-integral citation (**Swales, 1990**)

e.g. **Swales (1990) divided** citation into two types: integral citation and non-integral one.

e.g. Citation types are divided into integral and non-integral citation [**1**]

e.g. **Swales [2] divided** citation into two types: integral citation and non-integral one.

8- Can you tell me whether using any of these types of citations has an effect on your writing style?

9-Can you tell me about any differences in using these citations when you use them?

10-How can you combine information when mixing multiple pieces of information in one citation?

		Purpose of (using/ not using)
Comma (,)		
Semi-colon (;)		
and, but, also, however,...		
That, which,		
Others		

11-Can you tell me about the processes (verbs) used in citations?

state, believe	
notice, suggest	
think, examine,	

12- When you cite information from other sources, do you try to show your attitude towards the reported information?

13-How can you tell the reader about the importance, weakness, strength of the reported statement?

14- Can you tell me if you adopt an attitude towards the cited information, how can you do this?

15-Have you ever been taught or have read about citation, processes (verbs), tense, evaluation (adopting an attitude towards the cited information)?

16- Do you think that your level of knowledge in your study affects the way you cite?

17-Do you think that your mother tongue affects your way of citing and writing?

18- Would you suggest any other questions to ask other participants?

Section C

- ✓ Thank you so much for your participation in this study. I would really appreciate your participation and your valuable time.
- ✓ The information you provided will be kept confidential and used for academic purposes only.
- ✓ There is a possibility for future interviews.

APPENDIX K: INTERVIEW TRANSCRIPTION (P.1/IT/YE/M)

R) At the beginning, I would like to welcome brother (...) from UUM, IT department. I would like to thank you for participating in this study and I appreciate your participation and valuable time. Let us start with the questions, Section A, Question One, of course you can speak in Arabic.

Section A

1-Which types of sources do you read to write your PhD proposal?

Published Articles		
Master Dissertations		
PhD theses		
Books		
Others		

P1) In the name of Allah, the Most Gracious, the Most Merciful, Thank you and we would like to get feedback after the interview [R_In Sha‘Allah‘.] Of course, for the first question, I usually prefer published articles specifically, ISI impact Factor, also reputable journals with a good reputation that give you more **validity and credibility**. Then, I prefer books, then PhD theses, but for master dissertations, I never prefer them. First, published Articles, there are others [R)What is the reason for choosing articles first to be read, why donot you read books?)] Ok. Regarding articles, as I mentioned earlier, they are usually with more details when in high impact factor, also the **credibility** of the research itself. When they were published, they passed through several procedures before publishing including supervision, editing, and many other things were carried out that **give you specific type of credibility**, there is no manipulation, **there is no manipulation** and you take the **information as true 100%**. This is the reason for choosing articles first. [R) Regarding books?)] As for books also by those who have much experience in researching and are expert writers, they have books we get benefit from details from books not found in articles. We found them in the books. Compiling a book is different from writing a research article. The article is limited to a certain point; it does not give further details. As for PhD theses, the reason for reading them is you are not the only researcher that passed through this experience, reading them gives you support as people follow and search in this area who are interested in this topic. But for master dissertation, no no, personally I never use them to be cited in my proposal, and I do not have any master dissertation to depend on in my research.

R) 2-Which section of the original sources do you read?

Abstract		
Introduction		
Literature review		
Methodology		
Findings		
Conclusion		

You said in your reply to the first question that you read article most, which section do you prefer to read most in these articles?

P 1) Usually This depends on what I am looking for at the very beginning. If I am looking for a certain topic for example, if I have an article, I must determine if this article is within the domain of my topic or not. I never bother myself in reading from the very beginning till the end, I read the abstract and the conclusion, these are the two keys for any article in reading, this is my strategy in reading, the abstract and the conclusion. If I noticed that the abstract and the conclusion discuss the topic I am looking for, I read then the introduction, the methodology, then the findings. I read each part of the article. Usually, the abstract and the conclusion are the most important points. [R)What about the reset, the literature review?]. Ok, look, by order, the introduction and the literature review in the introduction, also the methodology, the procedure, the manner of conducting the research, the manner of achieving the objectives, and the findings, after making sure through the abstract and the conclusion that the article discusses the topic that I am looking for.

R) 3- Which part of the source do you depend on to take/cite information from?

Abstract		
Literature review		
Methodology		
findings		
Conclusion		
Others		

These same sections mentioned in the second question, you found that the article is useful for your topic, which section do you cite information from to be used in your literature review?

P 1) I always use the literature review, the methodology, and the findings, but the abstract and the conclusion are impossible to be cited. I usually cite from the literature review which gives us what has been done and the critical review [R)Do you mean, you use the information of the literature review in the article and use it in your own writing?)] Actually, when he writes the literature review, he uses information from other sources and adds his own critical review, so I can know he tackled the issue and his point of view. If for example, he is talking about distance, then his paper is about distance, so he is looking at the issues through this aspect. So, I know the content of the literature review and on which scope exactly. [R)Do you

mean, this is the article, this is the abstract, and this is the literature review, you have here information in the literature review of the article, do you use this piece of information to be used in your writing of the PhD proposal?] Yes, [R)Ok. How can you make sure that the cited author has evaluated the information or not, and he said that this information is very important, and How can you make sure that this information is true and it is processed twice?] Ok. I go back to his citation, I go back two steps, if he cited from some one for example, I go back, and **this is originally one of the problems that we notice and face, no credibility in citing the information from the original source. I go back to the original source.** If he cited exactly what it is in the original source, I leave the literature review of the article and go back to the main source. But when the cited authors makes addition in the literature review, I will take both the cited author's view and the cited statement in his literature review.

R) 4-Can you tell me whether the literature review is important or not?

You are a student at UUM, you are required to include in your PhD theses several chapters, for example chapter One is the introduction, Chapter Two is the literature review, Chapter three the methodology, Chapter four the findings, up to seven chapters. For example, Chapter four is the findings and forms the core of the study; therefore, it is very important. Regarding the literature review, is it also important or not?

P1) Very very very important and underline it with much focus on it. The reason for its importance is because it positions you in the right way. For example, If you talk about a hot topic, interested people, a country with a plan, a study with implications, practicality, implication, impact, the literature review gives you about number of the authors , where did they arrive, it gives you a chain of events and your position and where is your position and what will be your contribution. A gain, it should be a chain, connected chains, where is your position in this chain and the literature, you may get findings, but at end, the study will be useless. There should be a kind of link, and being from IT, the literature review should be of the latest at least 5 years, if the references are older than 5 years, they are considered outdated.

R) 5-Can you tell me about your experience in writing the literature review of your proposal?

P1) You mean when I wrote the proposal and not now. Frankly, there were many difficulties, **we do not know the ideal way to represent the information. We do not know how to make representation of the cited information.** For example, when we cited statement, then **it is lost because we do not know under which topic to use it** and so on. Now we know, we improved and learned how to use it. Usually, usually, I pass through three or four stages, it depends. In stage one, I made a table and I put the source as it is exactly. I cite the sentence and put it as it is exactly. Ok, this is in the first stage. In stage two I make paraphrasing for it. In stage three, I try to connect it with the sentence preceding it and the sentence following it. Connection that is called **'linking'**. Then how these three sentences are paraphrased in a different way and add my own critique. Usually, there are three to four stages. Sometimes, the low level of knowledge could not help me in adding critical addition. It is enough as

I have three paraphrased sentences, **I depend only on reporting you cannot criticize, especially in proposal because there are no findings to support**, [R) Ok, you mean after you make an advance in your study, do you make changes in the sentences?]). This is normal. Everything should be modified; the reporting verbs for example will be modified for example, instead of using expect, you use 'reported' for example or established. Definitely, not only this, but also I try to write it in a better way after getting more comprehension, I have more understanding, rewrite in a better way in a concise academic language.

SECTION B

R) 6-Can you tell me how do you cite information from these sources (published articles, theses, books) to write it in your literature review? What techniques, ways, and strategies do you follow?

P1) I feel I have already answered it. Frankly, there is no addition. If I add, in my present position after the proposal, and what has happened. But for the period before the proposal defense, I mentioned the way of citing the information. After the proposal defense, things become easier, at the beginning which topic I am going to discuss. When I decide the topic, the topic in details, the process is easier and faster.

R) 7-Do you find any challenges or difficulties in citing information?

P 1) **As was mentioned previously, among the problem was in not citing the information exactly on the part of the writer. When you cite from a certain article, you do not really know if the writer is really citing exactly or not, and this was one of the challenges, where we are forced to go back two times and three times to the original source in order to make sure of the credibility of the cited information, you have to appreciate the owner of the information. This was one of the problems, the difficulties that exist. The second point is one of the strange things. Some people, when he tries to criticize, he changes the whole sentence, he uses strange words in order to avoid plagiarism for example. Thus, he changes its meaning into another aspect. This is also one of the issues. The difficulty was in how to representation in a new way, in a better way, how to make it appropriate to the context. This involves linguistic issues?** [R (Yes, I mean the linguistic aspect?)]. For the linguistic aspect, **the problem is how to rephrase it in a way that differs from the author's way and you add your own personal touch and not to lose the meaning and present it in a new way that reflects your way of writing.**

R) 8-Which type of citations do you prefer?

P1) Frankly, I do not prefer any, but it depends what I want in this place, how to highlight, usually, overall in my thesis as a whole, I use the non-integral. **But to highlight, particularly when something is very important, similar to the expression according to, that is used in APA style, in our area we say, in,,,(,) is used to attract the reader to something that is very important. It emphasizes the information, and attracts the reader to something that is very important, because you mentioned the name of the author, the year, as well as the citation itself, these three things mean give me your attention, and it it differs from the**

non-integral, which only indicates the names of the authors. Even the style of writing in **the integral citation implies to give attention** because there are three things [R) When comparing the integral and the non-integral, you mean there is a difference in meaning?)] All cited statements are important, but **in integral**, it is like to address someone, to call him for an **important thing**. All of them are important, but their representation, it implies, if the reader lost interest, come back again, because **the style of the writing involves the name of the author, the year, as well as the citations, these three things imply to give me your attention**, here there is something that is different, [R)What does number [1] refer to?)] Citation [1] represents the reference as a whole, in which year, in which journal, the page, in which conference, the whole reference, the difference with example 4 is when you mention the name of the author with the year, it is the same.

R) 9- Can you tell me whether using any of these types of citations has an effect on you writing style?

P 1) What do you mean be effect, positive, negative? [R) it is not determined)]. For me, I feel that if **affects positively**, for two reasons, the first reason, you **distance the reader form the routine way**, you talk like addressing someone and particularly when you **attract his interest for a certain information** when you use the integral you attract the reader's attention. It means give me your interest because there is something important here, it makes him feel like in a real experiment. So, they are two reasons: is to **emphasize the information**, and **attract the interest of the reader**. It affects positively. I talked about the theses in general, and my thesis in particular, the majority was used in the non-integral citation which dominated over the integral. Using the integral, if you want me to explain more, we have in Arabic styles, we call them interrogative and affirmative styles. The interrogative styles is when you say How,,, it is like a question, so you **give more interest to it**, but in the affirmative style, you tell him about a normal thing that is known and might be true or wrong. [R(You mean here you are affected by this style? You used the Arabic style?)] No, on the contrary I reflected it on the Arabic language, but it was not derived from the Arabic language, **The Arabic language did not affect**, but I tried to make the meanings clearer. [R) Can you tell me about any differences in using these citations when you use them?]. They are similar to a great extent in order to be also different. They are similar, whether the citation is at the beginning or at the end, the way of writing them is similar, there is no difference, but the difference lies in confirm a thing, and attracting the attention of the reader only, but regarding writing, **the style of writing as references**, they are the exactly the same, there is no difference.

R) 10-How can you combine information when mixing multiple pieces of information in one citation?

,		
;		
and, but, also, however,...		
That, which		
others		

I usually, always use comma, particularly when it comes with relative pronouns, usually, when you say whereby, thereby, which, therefore, we should put a comma after these in order to connect two sentences or two information together, [R)Before or after?). Before them, before which. Usually using which goes back to the nearest, there is no need, but when you say which will, that is another sentence of another result, it is different, it is different depending on what you mean exactly. It means whom you describe exactly, yes, exactly, you are connecting what with what. [R)What about using the semi-colon [;]?]. Frankly, the semi-colon **I never use it absolutely**, [R) Why, what is the reason?)] **We have not learned such issues, our learning was based on following others, I could find other researchers who used it in order to use it.** I like to learn how to use it and when to use it. **The reason is I do not know how to use it and could not find any other researcher who used it. I represent others in their way of writing.** [R) What about using conjunctions, however, but,..?)] I do not use but, I always use however, [R) What is wrong with but?]. To the best of my knowledge, to a certain extent, but is non-academic. But, however, is used to criticize. Even for so, we usually use Therefore, To my knowledge, some words are more suitable, I use though, whereas, while, whereby, thereby, thus.

[R) Do you have a prepare list of these usages when you start writing?)] No, there words come spontaneously according to the context where to use it exactly, this is my way of writing,

R) 11-Can you tell me about the processes (verbs) used in citations? Can you tell me about any differences or similarities in using these processes?

state, believe	
notice, suggest	
think, examine,	

Here we usually **do not use believe** because we are in a Science field, verbs like **believe** and, **think** are not used, on the contrary they give bad impression, even for the examiner. I think, we cannot think, **it is hard to use**, suggest? No, we **do not use these**, suggest, the question is **who are you to suggest**, but we have the verb state, notice, observed, examine, established, investigate. Yes, they are different. The verb noticed is used when you describe a certain figure, you say as noticed in figure so, or as seen, by these you are **stating facts** also, you refer to things, but the verb believe, you are talking about emotion, about a thing belongs to you alone, it is not necessary

that others believe as you believe. Each verb has its own usage. We use the verb examine when there is something that is doubtful, questionable, or a thing that you want to prove, for example, we have in technology, when you transfer something from one domain to another domain, for example, you use a thing used in wireless, and the wireless is waves, to be used in light. So you want to examine this thing, if it is applied in the other domain, does it really work or not. So the use of examine, is not necessary to doubt something, but a thing you transferred from one place to another, you want to make an investigation or analysis. For example, so to examine, to prove that it also works here [R) the verb examine, does it have positive implication, negative implication?)] No, this depends on the findings, you are explaining a case, a something, but is it necessary to have negative or positive results. This is proved later, a thing that is determined by the investigation and the findings,

R) 12- When you cite information from other sources, do you try to show your attitude towards the reported information?

P1) **It depends. Of course, if it is a fact, it is difficult; it is a fact, something that is agreed on. Additionally, it depends, do you have knowledge to add or not, you only paraphrase it, but it is the same content, you did not change anything, but after getting findings and your study is focusing on such a thing, of course, you feel that you can contrast such issues as a whole. It depends on where is your position.**

R) 13-How can you tell the reader about the importance, weakness, strength of the reported statement?

P1) Of course, I do not know what do you call them linguistically, but I will give you an example, and you name it, for example, some sentences as if they are warning the reader, additionally, they give more confirmation and more importance, [R)Like what?). For example, you say this significantly..., this has remarkable attention, this technology regarded as.... This technology proves its superiority, or it is superior than, we use words to indicate importance, here there is to attract the attention. [R) Do you have certain techniques you use to evaluate the information?). **Criteria for evaluation** are two things, this goes back to the first question, that is : 1- **reputable articles**, things are 100% **valid and trusted**, and when you make citations from such articles, this means it is OK, and in ISI, there is sometimes real experiment, not only a way of simulation, and is not subjected to manipulation. [R) Do you mean that type of the source determine the strength of the information). Yes, **the quality of the source determines the strength of the information**. First, the quality of the source, another thing is [R) Do you cite information from conferences?)]. There are some conferences are at the same level of the journal in its strength. If we talk about weak conference, it is impossible to include the weak conference in the problem statement as citations, but as a literature review, you can include two to three if you like to add the number of the citations. [R) This information you take it from a reputable journal and you said that the information is valid 100 %, what types of words for evaluation?)] There are **words in Technology**, for example, we say practically implemented, deployed, something convinces the reader that this thing was tested,

was used, and succeeded. This gives a sort of satisfaction, **validity and reality, and trust towards the sentence**. There are also several stages, we can say impact, say industry, but it is not practical. Industry is stronger than when you say academic, when you say industrial, at least it is used practically. But academic is a doubtful case. So, you have to add certain words. These have indication in Technology, like deployed, practically implemented, implementation, evaluation. It is already evaluated. This means you can trust it

R) 14- Have you ever been taught or have read about citation, processes (verbs), evaluation?

Never, it is self-taught. Unfortunately. Studying citation is very important. No doubt it will add important information. At the end, the reader is not necessary from IT, it can be a manager or others, do not think that each one who reads the thesis must be from IT in order to understand what you are writing. Therefore, citations, verbs, tense, I think is very important and would add excellent effect, **I would like to have a course if there is a course I will join it directly and blindly because it is an important issue. I repeat again, unfortunately, we did study such issues at all. Even in academic writing, we learned how to write an essay. For example, citations, how to criticize, how to report, to be critique, verbs should be used, how to use it, favoring verbs, over verbs, all these we have not learned.** It is self-taught. I use the internet more than reading books. I use the internet, I watch videos, for example, how to write, and additionally from my discussion with linguistics students and you are one of them, especially reporting verbs which are very important.

R) 15- Do you think that your level of knowledge in your study affects the way you cite? How?

P1) Yes, there is no doubt of it, **it has become more appropriate in using the citations, where to use it exactly**, where I have to use citations. There are places which must include citations. **At the beginning, there was only one statement with one citations and that is all**, but now more than two or three citations are used in one sentence. It became more detailed and more accurate, with many citations.

R) 16- Do you think that your mother tongue affects your way of citing and writing?
I teach Arabic, but because my bachelor was in English, Master was in English and PhD was also in English. **Arabic did not affect my English writing.** On the contrary, I use English to apply it on Arabic. I have been in Malaysia for 10 years. **Malay language has some effect on writing, to some extent.** Yes it has some effect on writing in some words, for example, performance evaluation, it is converted wrongly. It **has effect** because it is **easier than English**, so its effect dominates.

R) 17- Would you suggest any other questions to ask other participants?

P1) How do they know the strong and weak points in his thesis. How to be modest, humble, when something new, how to strengthen?

APPENDIX L: INTERVIEW TRANSCRIPTION (P.7/AL/IR/F)

SECTION A

1-Which types of sources do you **READ** to write your PhD proposal? why? For example: why do you read published articles? Why do you read books?

Published Articles	✓	
Master Dissertations		
PhD theses	✓	
Survey papers		
Books	✓	
Others	✓	

Answer:

Reading is the basic and first step in writing a PhD proposal. In fact, I have relied on various sources to read about my proposed topic including published articles, PhD theses, books, as well as browsing related web sites. I have got benefit from reading these sources. Through reading such types of sources, I understood how to organize my study and how to write academic paper. For example, reading published articles kept me in line with the latest literature in relation to my field of study. In addition to published articles, books are of a considerable importance in explaining the fundamental definitions, concepts, theories... etc. What has helped me a lot in writing my PhD proposal is reading PhD theses. Before reading any PhD thesis, I did not know how to write the background of the study, the problem statement, literature review, methodology of the study ... etc. However, I got rid of this problem when I began reading PhD theses. Concerning scientific web sites, I browse them when finding a problem in understanding a certain concept or theory.

2- Which criteria do you follow to trust the information in these sources? How do you know that the information in these sources is correct?

Answer:

In fact, it is very difficult to judge the truthfulness of information published in the sources that I have read. But, in my opinion, there are certain criteria to be followed in order to know whether the information is correct. Firstly, the authenticity and reputation of journal or book in which the related information is published. Secondly, the information is based on definite theoretical and conceptual frameworks related to well-known authors in the field.

3-When you read a thesis or an article, which **SECTION** of the these sources do you **READ**? Why? For example, if you read the abstract, why do you read it?

Abstract	✓	
Introduction		
Literature review		
Methodology	✓	
Findings	✓	
Discussion		
Conclusion		

Answer:

When reading a thesis or article, I focus on its abstract for highlighting the main aspects of the study (i.e. it contains the problem statement, objectives, methods, and findings), methodology for illustrating the design of the study (i.e. its methods, sample of data, and data analysis), and findings for revealing the main contribution of the study (i.e. finding new information to the field or supporting the existent literature about the field of the study).

4- Which **SECTION** of the source do you depend on to **CITE INFORMATION** from and put it in your literature review? Please, rank them based on their priority of importance:

Answer:

Rank	Section	
3	Abstract	
5	Introduction	
6	Literature review	
4	Methodology	
1	findings	
7	Discussion	
2	Conclusion	
	Others	

5-Can you tell me whether the literature review is important or not? Why it is important/not important?

Answer:

Yes, it is important. Its importance lies in showing the related literature as well as revealing the gap of the study, illustrating the appropriate methodology for the study, highlighting the main findings in relation to the specified study, and paving the way for future authors in the field.

6- In **writing your literature review of your PhD proposal**, can you tell me about your **experience**?

Answer:

I think literature review chapter is the basis on which other chapters depend for the reasons mentioned in the previous answer of Q 5. Accordingly, as I think, writing a literature review about the study is difficult. **My experience in writing literature review was challenging in certain aspects. For example, reading more sources about my study, especially the current ones, was difficult for lacking enough current sources to enhance the gap of my study. Moreover, citation of information forms another difficulty since I have to paraphrase and synthesize it with information from other sources (depending on its similarity or difference in the available sources).**

7- What **POSSIBLE OBSTACLES/DIFFICULTIES** faced you in **WRITING THE LITERATURE REVIEW**?

Answer:

1. Collecting and reading current and reliable sources related to the study.
2. The relevance of the information to be cited.
3. Paraphrasing and synthesizing the collected information from sources to be incorporated in the literature review chapter.

SECTION B

8-Do you find any **challenges or difficulties** in **citing information**? What are these difficulties?

Answer:

Yes, I do. The following list clarifies them:

1. Its reliability.
2. Its contribution to enhance my study.
3. Its scientific value.
4. Its novelty.

9-Which type of citations do you prefer of the following examples ? Why do you prefer example (A) or (B)?

Example (A) Citation types are divided into integral and non-integral citation (Swales, 1990)

Example (B) Swales (1990) divided citation into two types: integral citation and non-integral one.

Answer:

As for me, I have employed both types of citation. I think each type has its characteristics that make it preferable than other types. For example, citation type in **example (A) is the simplest one**, whereas **(B) involves the author to use a suitable verb for the information to be cited, especially in relation to the controversial information. Hence, authors must know how to use evaluative, argumentative, supportive, or any other forms of verbs when citing information in their study.**

10- Can you tell me whether using any of these types of citations (Example (A) and (B) has an **effect** (positively or negatively) on you **writing style**? How does it affect?

Answer:

I do not have much to be said in relation to this question, but, I think, it may have a positive effect in using a varied style in writing the information and showing author's ability in using consistent and clear writing style.

These examples (A) and (B) represent different types of citation and each type have its own characteristics. They are used to change the writing style and enhance author's ability in dealing with others' information, opinions, or thoughts.

11-How can you **combine information** when mixing multiple pieces of information in one citation?

		Purpose of (using/ not using)
Comma (,)		Used to join clauses as well as in the case of enumeration inside the paragraph
Semi-colon (;)		Used to join subordinate clauses
and, but, also, however,...		Used to add, negate, or show difference
That, which,		Used to clarify what precedes it
others		

12-Can you tell me about the **verbs** used in your citations? Can you tell me about any differences or similarities in using these processes?

state, believe, notice, suggest, think, examine, report, show

Answer:

In fact, I have used verbs like state, argue, opine, contend, think, show, and believe to cite the information. There are differences in the uses of these verbs. For example, if I want to cite information that reflects **controversial opinions**, I will use the verbs **argue** or **contend**. So, the difference in using one verb process rather than others lies in the type of the information to be cited.

13- When you cite information from other sources, do you try to **SHOW YOUR ATTITUDE** towards the reported information? How can we know that you revealed your attitude?

As it is known, the **researcher has to be objective** when citing others' information, but **s/he has to show themselves in what they cite**. This can be achieved through the **use of verb process** since there are some verbs used to **reveal researcher's attitude**; for example, the **verb (claim)** is used to show that the researcher **does not agree totally** with the author's opinion. In addition, the verb (**agree**) is used to show the researcher's **agreement** with the author's opinion.

14-How can you **tell the reader** about the importance, weakness, strength of the reported statement? If there is important statement in your literature review, how can you tell the reader that this piece of information is important?

Answer:

The researcher can denote the importance, weakness, strength of certain information through the use of certain phrases or clauses. In my study, if there is an important statement, I refer to it using (of **importance** is ..., it is **noteworthy** that..., **notably**,... etc.)

15- Do think that your level of knowledge affects the way you cite, the way you write, and your attitude towards the cited information in your literature review?

Answer:

Yes, of course the level of knowledge affected the way of information citation, writing, and the attitude towards that information. The knowledge paves the way for the researcher to improve the mechanism of writing and information citation, as well as ways of thinking on certain topic.

16-Do you think that your mother tongue (Arabic) **affects** your way of citing and writing? How?

Answer:

Yes, sometimes. When I read about certain information and do not understand it, I translate it into Arabic for clarification. When I understand it, I can paraphrase it and restate it using my own expression. But, sometimes, I face a problem in paraphrasing that quoted information due to misinterpretation which resulted from using Arabic language. So, it can be said that the researcher's native language may affect positively or negatively on the way of citing or writing.

17-Have you ever been taught or have read about citation, verbs, tense, evaluation? How did you learn about using these points?

Answer:

Besides attending academic courses, I have read many books and journal articles concerning mechanisms of academic writing in different fields of knowledge to learn how authors deal with the information when citing it. I have got benefit from both

academic courses and reading various sources to learn more about mechanisms of academic writing.

18- Would you suggest any other questions to ask other participants in the following interviews?

No, I do not have suggestions as I think that in general your questions cover the purpose of your interview.

SECTION C

- ✓ Thank you so much for your participation in this study. I would really appreciate your participation and your valuable time.
- ✓ The information you provided will be kept confidential and used for academic purposes only.
- ✓ There is a possibility for future interviews.



APPENDIX M: SUPERVISOR PARTICIPANTS' CONSENT FORM

The purpose of this research is to shed more light on citation practices in the literature review chapter of PhD proposals through the perspectives of EFL Arab postgraduates' supervisors at Universiti Utara Malaysia.

- I have been given and have understood an explanation of this research.
- I have had an opportunity to ask questions and have them answered to my satisfaction.
- I agree to be taped for the interview.
- I understand that the data I provide will not be used for any other purposes except perhaps forming the basis of papers written for conferences or journals.
- This consent is for no other purposes, and the personal information will not be released to others without my written consent.
- I would like to receive a summary of the conclusions of this study when it is completed.
- I agree to take part in this study.

Name:.....

Signature:.....

Address:.....

Handphone:.....

Email:.....



APPENDIX N: INTERVIEW QUESTIONS (PHD SUPERVISOR PARTICIPANTS)

- 1- What are the supervisors' perceptions of the importance of the Literature Review in relation to other sections of the thesis?
- 2- What are the characteristics of a good literature review?
- 3- What are the supervisors' perceptions of EFL Arab postgraduates' problems with writing the Literature Review of their PhD proposals?
- 4- What are the supervisors' perceptions of EFL Arab postgraduates' problems with the use of the citations in the Literature Review of their PhD proposals?
- 5- Does the supervisor give the students feedback on such issues?
- 6- How can PhD Arab postgraduates overcome such problems?



APPENDIX O: INTERVIEW TRANSCRIPTION (S 1/AL/M)

R) In the name of Allah, the most Gracious, the most Merciful.

I would like to thank Dr. (...) so much for accepting to be interviewed. I hope students in Applied Linguistics and in our school get benefits from the data he will support my study.

S1) Alright, thank you very much Nayef for giving me the opportunity to be interviewed, and especially, hopefully, whatever the outcome of this interview will assist you in your research. (R)In sha'Allah).

R) Of course this study talks about students' citations, how they cite from other sources and integrate this kind of, the cited statements into their literature review. We have many questions. First:

1- What are, as a supervisor, have many students from different countries and from Arab countries in particular, what are the supervisor's perception of the importance of the literature review in relation to other sections of the thesis?

S1) Alright, when we talk about the literature review, this actually reflects about the students' **depth of reading**, that is of **understanding of the topic** and usually when we talk about the **depth of reading**, we assume that the students who plan to do the PhD will try to read as much as possible. He tries to read not only books, but also articles from journals, because the requirements of the student to at least read the reason publication because we do not want students to do research which people have already done. So by doing, reading, they will not, they will try to avoid what we call reinventing the wheel. They will not do what people have already done. So normally, as a supervisor, I expect students to read and give me feedback and tell me and comment on other people's work and how their work would be related to what people have done. Of course, we do not expect students to come up with a new thing, but in research we want students to be able to expand the literature, what people have done, he just come and tell us and the reason publication and what people have done and they move forward from there, and as we all know, Literature review normally the beginning of research starts with the reading, and only then we move on to other sections in the thesis. So the first thing I we encourage students to do is to read as much as possible in the area of their research.

R) Um, so do you have any certain strategies of reading you recommend students to follow in order to get a lot of information and at the same time save time. You know that many many publications each year and each month so it is hard for students to read all the sources, so do you have any strategies you recommend students to follow in order to save time and at the same time to avoid as you said reinventing the wheel?

S1) Right we can keep Nayef. Usually students, there are many types of students, some who **have not done research** before, some who have, I would say, have managed to do some kind of research, have written, published some publications. So there are two types of students: for the first type of students, normally I would ask them to read specific books, specific references. So normally I would lend them my books, especially and I would expect them to read about certain areas of research but particularly, specifically towards their research, the title of the research, and from there on, I would advise them to look at the references at the back to continue go and find new sources related to their study and usually I would also forward them some articles related to their study and hopefully by

giving them references from the books and also articles that would help them to find more articles, in the future,

R) For the next question, what are the characteristics of a good literature review?

S1) I would say that this is a good, is a very good question, and that is the question that normally students, especially the **new students of PhD** have **problems**, trying to **understand what is the good literature**. I come across one student from Yemen, my former PhD student, always come and tell me, what is the gap, is there any gap for my study. She keeps on repeating the word gap, because she has been listening to lots and lots of talk, speeches given by others, colleges, and they would insist that students in the PhD they must have a gap in their research, that is when they are trying to answer the question, what are the characteristics of a good literature review. Usually we expect students to be able to read, and to summarize, right, and to comment, not only summarize, but able to critique other people's work, and not only just critique, but to give their own personal comment, about what not only other people's work, but also to support with their own comment, the strength, the weaknesses of other people's work, and then, how that particular study could be related to, how it is linked to the student's research. So one of the particular good literature review would be able to comment first on other people's work, and to me number two is to be able to link between other people's work and their own work, right, how it is related, for example, when we talk about the definition of certain words, the definition of vocabulary, in research on vocabulary, there are many definitions. So I would expect them to tell me which definition can be used in his or her own study, and I expect him to give also why he chose this of scholar A and not scholar B, so he is able to differentiate between why, what is the strength and weaknesses of scholar A's definition, and how is it different from scholar B's definition, right, then, how it is linked to their study.

R) Um, just to mention, one point, you know, a student at the beginning of his PhD, if for example he started with article No 1, his knowledge in his area and his topic is still low, and if he started summarizing that article, do you think that he will be able to comment on that study? That is the first article, so how can he know that there is a gap, and how will link his study to this topic, this is one of the problems that students in my previous interviews commented one, they said that up til now we do not know, we are just suggesting a proposal in order to solve a problem, so how can we, I, as a student, show my personal, because they said that out attitude is still shaking, not supported by any kind of findings, so what do you suggest for such a problem?

S1) For **new PhD students**, right, because, I believe some come **fresh without doing any research** mainly at home, so when they come and their supervisors, want to start their PhD, one I ask them to do some kind of reading, when they come back, usually they give them all kinds of reports, comments, etc, so usually, when I look at their, first impression after looking at their first writing, right, I would know whether is this a novice researcher or is this an established researcher. So, once I know this is a **novice researcher**, which **have not done research before**, so the best thing I would recommend them, right, to do is when they read an article, I ask them to prepare a table, alright, I ask them to prepare a table, sometimes, I give them a table, ask them, Ok, to write the author's name, the year, and then I ask them to write the research question, how many research questions are available in that particular article, and then, I move and ask them to do, look at, how does the scholar of the research or the writer, the kind of the

research method being used to answer the research question, and then I also ask them to write in the table the subjects, how many, what is the sample line, right, the kind of sample, and then I ask them, in the table, to summarize the findings, alright, and then, so I train them to look at all these important things, whenever they read, they would put into a table, so the next time they come across another article, they will also do the same, alright, so as they continue reading, was finished reading many articles, I asked them to compare, so far from that table, what you can see, how many people have used this kind of research method, in trying to answer this type of particular questions, right, so far, looking at the sample, students from which level, tertiary, secondary, or the focus is on the secondary level, right, secondary school students, so nobody has done on tertiary, so I ask to look at all these things, so hopefully by asking them to do all these things, they will train them to look at the strength, and making comparison and contrast, so training them, so because I was talking to one of the students yesterday, so she was saying, the table had helped me a lot I asked them to do in terms of thinking, because she was just read articles without knowing what is it I expect what is actually required from the reader, so when I asked them to write this table, some would begin to see, there is some gap here in terms of the so far, all has been using a questionnaire, no body have used observation, no body have used interviews, no body have used rhetorical introspective protocol, so meaning that by doing this table, usually, right, usually students would be able to see all those gap in their research.

R) So, we come now to question three: As a supervisor, what is your perception of EFL Arab postgraduates' problem in writing the literature review, in their PhD proposal, were there any problems, what are these problems?

S1) All my PhD students irrespective whether they are Arabs or Non-Arabs, usually they come with **lack of reading**, they are very interested to do a research, but usually they **do not have the depth of the reading**, the **depth of understanding about the area**, so in other word, they **start from Zero** when they first come and meet me, so I have a sort of, I did not expect them to write as good as they are in the final year, the **first year** is usually the **most critical year**, the students have **problems**, trying, **struggling, to write using correct grammar, to write**, they even have **problems with punctuation**, right, especially for Arab students, they have **problem with punctuation**, right, they **do not know where to put the stop, the sentences are very long**, and some Arab students also **have problems** in terms of whether, should they, the quotation, right, **borrowing other people's work should also that be cited, so should that be acknowledged, they believe it should not be because they believe that other people's work is like their work too, should be shared by everybody**, so it needs some kind of training, that is why I advise them to go to academic, research methodology course to learn about all these things.

R) So, now we come to question four: What are the supervisor's perception of EFL Arab postgraduate's problem with the use of citations when they cite information from articles, from theses, and use these citations in their literature review?

S1) Right, so usually, they like to cite, **they like to quote**, right using, I would say, like to take may be certain, **the whole paragraph** and they have **problems in paraphrasing**, sometimes they **quote without citing**, right, when we check through Turnitin, suddenly, we tell them, oh, have you borrowed from other people's work? Yes. How come **you did not cite?** they **did not know how to cite**,

and then, sometimes, of course, they use the **word** like they like to use the word which is **not academic** like says, right, they would say, says and they would **repeat some of these reporting verbs, simple reporting verbs** like shows‘ right says‘, said‘, and I would **not find a very good reporting verb** like argued‘ no, I **could not find that**. emphasize‘, stress‘ **only very simple kind of citation**.

R) Here we have some points related to citations. For example, the type of the citation (integral, non-integral), so would you like to comment on Arab students‘ use of this type of citation?

S1) Yes, um, usually they would go for non-integral, right because they have a **problem in paraphrasing**, right, so in other word, they would **just take other people’s work and put in a quotation** marks, right and then, in terms of the type of processes, of course the words like think‘, believe‘ say‘, state‘ these are the **common one**, very **difficult to find other reporting verbs** like argue‘ or agrees‘ comments‘, right recommended‘, it is **difficult to find other, only very simple kinds of citations and reporting verbs**.

R) The other point within these citations we have what is called stance‘ or attitude‘ when students cite information from articles, do you expect him to show his, I think you mentioned this point in characteristics of a good literature review, you said a student has to comment, the good literature review should include the students‘ personal view, so this is called stance or attitude, would you like to comment on this point, as related to citation, or you believe that this should be used not in the citation itself, but in other, at the end of the paragraph, at the beginning, or, if we consider it as a good citation, should it include the stance of the student?

S1) Students make **very strong claims** at many times, **but not cited**, they live to make **claims from their own interpretation**, when i said for example, they make a claim like, remember some of those like, in Jordan, right, many students have **problems with their English**, English is may be not an important language due to the **influence of the Arabic language** for example, so when they make this kind of statement, I said, this is a **very strong claim**, right, so **where is the citation?** Right, and then, when they are doing the analysis, they also make claim, right, like for example interpretation of the finding, and there is also **no hedging**, probably, right, possibly, right, so in the discussion they **have problems in trying to make all these hedging in their writing**, so normally I would tell them that this is only, you **cannot interpret your findings straightaway** without any hedging because hedging, whatever that you interpret can be true or not true, so you **have to use hedging** like possibly, etc,

R) Question Number Five, does the supervisor, you as a supervisor, give your students feedback on such issues, for examples, issues like type of citation, for example, if a student uses integral or non-integral, you recommend him to use the other type or the type of the process, your feedback, does it include this kind of information)

S1) No, usually, I **do not give any feedback on that**, usually I try **not to give the feedback on those reporting verbs**, mainly because I do not want to change their way of thinking, if there are cases where I think they **use very repetitive kinds of reporting verbs** like they always use stae‘, shows‘, says‘ then only I would say that you should not use all these reporting verbs because this is **not acceptable**, other reporting verbs which they have used, and I think they are Ok, then, I just would not recommend to change it, **only if they are non-academic**, like says‘, right, so that, I would ask them to change,

R) So, the last question, we discussed some problems related to Arab students' use of citation, How can PhD Arab postgraduates overcome such problems, what do you recommend, what are the solutions?

S1) Ok, for new PhD students, normally they are required to attend academic writing course, that is the first thing, right, so normally, I would check, because the assumption is in academic course, they would be exposed to all these things, about how to write, because when I was doing my PhD, I was also asked to take academic writing course and I learned a lot, because I ask questions, etc, then from time to time, I would ask them to go and attend short courses offered by postgraduate school, and then, especially, even Dr.(...) also have a record I also collected a post, then normally would encourage them to attend these courses, especially on writing, and finally I would advise them to at least look at other, when they read, other people articles, journals, as well books, hopefully, they will learn indirectly from them, of course, I would guide them from time to time, if there are problems in their writing. That is All.

R) Alhamdulillah, Thank you so much Dr (.....).



APPENDIX P: INTERVIEW TRANSCRIPTION (S 5/IT/M)

R) In the name of Allah the most Gracious, the most Merciful,
I would like to thank Prof. (...) so much for giving me this opportunity in order to get valuable data from him concerning the citation practices of students in IT.

We have some interview questions, we have for example, interview question one,

1) The supervisor's perceptions of the importance of the literature review?

I met some students, and they said at the end, the examiner will not read the literature review, they will focus more on chapter one and chapter three, and the literature review is just a kind of filling information,

S 5) That is not true, because, for me, I think the literature review is very important, chapter because we want to know one thing is that how the synthesis of the literature, actually can lead to become the basis of the work, of the PhD work. The poor literature review, actually some of my students actually, if they do not write a good literature review, then they need to **re-do the thesis**, because it provides actually one, is the **level of understanding** of the subject, how they put it together, how they can conceptualize the idea of the whole research, you know. Within the framework of the literature review, if they cannot put the literature review in the correct way, then it is not, the thesis is not good, so for me I think they need to come up with a good literature review, very critical literature review because they need to know, they want to contribute something to the knowledge, and they need to evaluate what other people have done related to the field, and the literature review serve that. And they need to provide the claim mostly in chapter one, they need to substantiate the claims and so on by reviewing the literature review, so it is as important as chapter one, I think chapter two is very important.

R) Ok, I remember last time when you presented that workshop, and you listed the power of C, when talking about the characteristics of a good literature review, so this is the question two,

Characteristics of a good literature review, for me, I am still a researcher, and sometimes when I get some information when I interviewed the supervisors, I still modifying my literature review based on their comments, would like to give a description of the characteristics of a good literature review.

S 5) Well, the most important thing the literature review must be comprehensive, comprehensive means it covers all the aspects of the research and the claim in chapter one, as claimed in chapter one. Conceptually, it must be covered, the whole idea of the work. So, this is one important thing, and when we say comprehensive, it is a challenging thing as well, because you can be comprehensive but putting three volume or four volume of literature this is, so that is the challenging thing, not only comprehensive, the challenge to the students is to make it concise, and the word cushion, not only the literature review is comprehensive but also the literature review must be put within the mount of peace. For me, I think it is about 25% of the thesis, no more than 25% of the thesis, and not only that, it must be correct as well, that is what I call it the power of C, because correctness is very important, [(R you mean correctness in the structure or correctness in the information?)] Well, the literature review is when you say it is critical, yeah, to make it critical, some people just you know what we call it, you know, it is just try to make it together, to make it very critical, but critical in the real sense, critical that is something. I call it need to be correct, not only comprehensive, it is concise, it is cushion, it is correct, and then not only that it is also using what do we call it contemporary especially in the area of IT, in IT

domain, where there are only very few cases where you need to refer to literature for example in the 60th, you know. you really need to refer to something which is theoretically important in the 60th for example, then it will be Ok. But mostly, it refers to contemporary issues, so the idea of contemporary is very very, I mean the aspect, of contemporary is very very very very important, you know,

R) Because my study is focusing on Arab students, PhD Arab students, so the problems that have in writing the literature review, we are now talking about the beginning of the study till the proposal defense, so writing the literature review during this period, because you know after the proposal defense, it will be different, so now we are just talking about the beginning of the PhD study till the proposal defense, during this period the problems they have in writing the literature review, [(S 5) I do not get what you mean)]. The problems that Arab students have in writing the literature review, when they submit you for example some writing in literature review during the proposal stage, what are the problems they had in writing the literature review, so because you read their writings?

S 5) Alright, normally, during you know when the proposal need to be presented within one year of their study, and **some students do not have a background in research**, so the majority is less, so when the majority is less, they tend to write, they are **reading a less** number of papers, they are reading a less number of the survey types of papers, journals, good journals that actually can provide them with input of how to write critical writing of the literature review. And because of that, I find that many of the **students do not , cannot write it very well, they just paraphrase it**, you know, **instead of that they are really understanding, they have a good understanding of their area**, they just take it, take it, they know that paper that is it important, they take it from here, they take it from here, they take it from here, **without actually you know has the internal grasp of the things**, they do **not internalise the things**, they need to digest the things, **not just you take this part, you paraphrase it, you take this part, you paraphrase it**, and you try to make it critical, that is when I say, I refer to the word correctness just now, you see. Sometimes, **they just pretend to be critical, and they do not internalize it**, because they need really to make their hands dirty of all these things, you know, **not just by reading scanning. Oh, I think this is relevant, copy it, try to paraphrase it, somehow, you know, and at the end, with putting the brackets, with every paragraph, at the end of the paragraph, they put the brackets. If you look into the various previous literature that they do, at the end of the paragraph they put the brackets, at the end of the paragraph they put the brackets, they put the brackets**, and I keep asking them why you put the brackets at the end of this, every paragraph in the literature review and they put the brackets, **it seems that everything of the whole paragraph refers to that particular person**. So this is something, you know, when students become more and more experienced, you know, they have read more and more papers, journals, they know that, well, this aspect probably relevant to another work of the study, relevant to other works, so they can play within one paragraph. They can play with several, you know different perspectives of the things, and this is what I call it critical, not critical of only one source of thing but also critical in various aspects of the work,

R) You mentioned the word critical many many times, and you know a student when he starts his PhD, he is still fresh, may be even he do not know what will be the topic, so as a supervisor do you expect a student at this stage to be critical?

S 5) Well, I think this has something to do with orientation, the orientation of the students, definitely when they come to me, the very first day, and I ask them what do you want to do, so I am a bit cruel instead of saying that Ok, you need to do this and do this, I normally give them a homework. They need to conduct what we call it an active leaning in the area, it is not just about go and find article about this, about this, about this, I really want them to look into the mechanics of the thesis itself, for example, not only that, you know that this is an article, but how is this article relevant to your research problem, how is this article relevant to the methodology, how this article, this is done in the first few weeks of their study. So, when the students sometimes finding me very cruel, but later in the PhD, they started appreciate it, Oh Prof. we learned a lot from you about it, they appreciate it because I tend to be very harsh to my students, you know, [(R)for their benefits)] yeah for their benefits, I keep saying to the students, that I will not get my PhD, but you will get your PhD, but well I do not say that it is 100% success, but the students, they really have to learn about it. And when they ask, when you want it, you want it yesterday, they need to do it very very fast, and I think they learned about it. Then I force them not only to write not only the perspectives of the literature review of their PhD theses but also normally I force them to write the critical survey for journal.

R) Now, we come to question four, this is the core of my study, we are talking about the process of citing the information from the original sources, from articles, from PhD theses, from Maters' dissertation, and the way they integrate this information into their literature review, so we have some points and you may add if you have some comments.

S 5) Well, I think it is not fair to say Arabs and non-Arabs, you know, I mean it is what I say it, well, I have Arab students which is very very good, at doing these things, not because they are exposed or what ever, because you know this is rather than ethnic, Arab or non-Arab, you know, it is about of their attitude of the working attitude, some of them are very very, you know, I can remember, there is one of my students actually from Iraq, previously, long time ago, he would come to me with a note book, that I think I myself when I did my PHD i never did that he is so tedious, I mean taking tedious things, and put it, I know that, he will not, probably he could not sleep for few weeks he want to write in the A4 paper all things and try to put all mapping of these things, you know, so the effort is put, it is a very very good effort actually try to understanding and try to think then he make it put it here put it here put it here I can link it, this is to this paper and this is to this paper, so this is not about he is an Arab, but then he come up with a very good what he got,, whether you got it about how it is about the contents, or about he feels about the research, how he can put it then he put it, nicely, the things are very very nicely. But, you now, if non-Arab produce non-well even some from who relatively have a better English even, but when the attitude is not at the PhD attitude, he tends to take this process less, you know. Well it is a literature review, sometimes you know it is well um, um well, you know, he just take it less, not, that is the reason. Well, I do not agree if you are saying Oh this is how the Arabs do. There is some Arab students who are very very persistent in doing this in some several cases persistent, read, I do not give certain attention to that, they keep chat with me, keep chatting with me, am I doing the right thing? This is the attitude, this is more about the attitude of the students, not about the ethnic.

R) Actually, my aim in my study is to criticize in order to build, in order to help them, yeah, that is my aim, not only to criticize, mine, is where is the problem,

here is the problem, I want to address this problem and present a solution, that is my aim, that is because this is not a critical study, I am looking at the problem, what is the problem, I want to offer a solution for them, because I am an Arab)

S 5) I think for me is their attitude, some students come with a very positive attitude toward it, when they have a very positive attitude and they know what is my expectation, not only what is my expectation, they know that when I ask them to work, Ok, well before you submit your for example survey paper, you need to read a very good journal or whatever, you know, a reputable journal, and I want you to mimic all those journals, and to some of the students, they are really really take my word, and they really really work toward that, try to mimic, try to do. Even I can see you know some cases, you know, they are trying actually instead of putting it one paragraph put it toward the end, you know, they try to synthesis from many sources, , even they are very very very union, but they can do it, so I think if you need to help them in this case , it is actually to give the exposure on how the PhD process. So, they will so they come take the PhD, start the PhD with a positive mentality attitude, it is not about being working hard, but work smart actually to have a good mentality toward having this, you know, persistent you know, perseverance, you know. Sometimes, I do not really look at certain aspects but the students can actually point it out, this is very important for me, and when it is very important, so this is what I want to put it, so that is what I think is very very important.

R) Now, if we come to using the type of the integral or the non-integral, if they have problem in this?

S 5) Yeah, I think for me I think when you use the integral it is a more **high level of thinking** toward that, because one thing is that **they just** , no, no this is my perception, I just, may not be correct, instead of they just **look into one paper**, um, this is the author, um, this is the citation, **let us cite this thing**, put it in the text. But when you tend to be more into the integral part, you know, they actually start to **value the things**, they start to value things more. Again, I do not want to say that Arab are doing this and this, we have certain, I know previous students, Nasser, you know, one of my performing Arab students, from Iraq last time, yeah, he is good because of the work that he did. Yeah, he could synthesize very well, and I was actually naughty normally, and ask them actually, do you know who is who in the work, and if they know actually the people of doing those things, they normally use the integral part, but if they just say oh this paper is important but I do not think i have time to do it, I just glance through it, then just put it in two brackets

R) So, the name of the author has its importance in IT?

S 5) Definitely, it is important, and normally we highlight that you know. It is not the general article, you know, the general article you say that a report is produced by a group of people, that do not have the author for example, you, it does not have the author, as compared to a very good wide paper, actually produced by someone, have the authority in the area. Definitely, the one who has the authority in the area, it explicitly that it means that you somehow looked into the area, and very very specifically,

R) So, now if we come now to the type of processes, Arab students' use of these verbs, like material processes, conducted, analysed.

S 5) Ok, this is, if we relate this to the bloom level, may be at **the beginning of their studies** in order to the **level of thinking is not high**, the author, **it is not of a**

higher level. So, they tend to actually say something like that, oh, this one **proposed**, this one **proposed**, **state that**, you know. **Those are not of the level of arguing the work**, you know, the level of judging the works. It is just simply mention the work is done by certain people, and the work for example, **oh this person conducted**, even this person analysed, **but how do you judge it.** So, as they **become more experienced**, and some of the students are very productive, without me asking them to produce papers, even without my instruction, they are very productive, there are some students are very productive, some students event do not write papers, you know, this is what I find, some students are very productive, so the more productive students, they become more higher and higher in terms of, especially when the supervisor come and try to send the paper to this journal, and this journal, you know, become very, you know a very competitive journal, you know, becoming more particular about the work,

R) Point C/modal verbs and adverbs to show the attitude of the writer towards the information.

S 5) Yeah, well, something let us say, you should, shall, and should, must for example, fortunately, in the IT area, they have a guideline for this, somehow, how to use these words, how, I mean not the guideline I would say, I would say how does, you know, it has the meaning , toward the end of the work, they are words for certain indication, to appreciate the strength of these works. So again we do not want, yeah, it **depends on the works that the students comment** on the work in the paper, but we do not want it to be, you know the word you said **_may'**, we **cannot accept it** you know, actually

R) So, how can a student be critical without using these?

S 5) Yeah, that is a good question actually, how when we say critical, they need to actually to have **the understanding**, because it may be true in a more evaluative type of work, that probably in the more qualitative type of work, I would say, but in the area of this quantitative type of work. For example, if you have the simulations, and you know that the outcome of this analysis led to this type of the work, so it is very explicit. And you can decide it clearly right, so your **judgement need to be very sharp**, the judgement need to be very sharp, so if you still to use something like that, you know, possibly it is not, you know. You know, some people are doing wrong, in front of your eyes, you know, in Arabic we call it what, **_kæ'i'**, it is clear, in Arabic we say that Halal is clear and the unhalah is clear. So those in IT work, you know, are more in this clarity type of thing, and in between these two is not really, well, it is there, the fuzzy part of it, but it needs to be stable, **the stance must be clear.**

R) Question five: did you give your students feedback on linguistic issues?

S 5) Ok, **not all the types**, because for me, I concern on the comprehensiveness, on what purpose that student is writing. For example, when he writes for the proposal at the proposal stage, this is less demanding than when he writes towards the thesis stage. So, this is why Nayef I have a different way of asking students to do, to write the thesis toward, on one month to their PhD, I want them to come up with a PhD thesis like this, that is how you do. That is, they say well how, I say well, you produce a template, everything needs to be in the order, you have chapter one, chapter two, until chapter six. That is you have to have the six chapters, so the six chapters must be there, with the all the look whole, the frames of it. So, when I look into the literature review, I know actually what is the tendency of the student to do, and how the student play. I know, I look for example at the growing list of the references for example, and how the students

get into the mode of reading it, so I normally give the feedback by looking at the whole of the thesis even though the thesis is not complete. It is like building a house, you know. I do not like that, I am not the one that for example, may be for example, some of my friends actually they prefer to, ah, Ok, send me chapter one, send me chapter two, send me chapter three. No, no, no, every time you send me, you have to send a complete chapter one to chapter six, even though chapter six is not complete, but I want to see it, chapter six, all complete even though you have a lot of holes inside, but I want to see it in a comprehensive way. So, I train the students to be, to have the overall view of the thesis rather than to look into chapter one, chapter two, chapter three as well I was trained. Then, because I know that, when I was trained previously, I think the supervisor must doctorate me like that, I want to train the idea of philosophy of begin with the end of month. You know, you need to begin with the end of the month, I know that, it is actually, you want to come up with the thesis, you want to come up with a functional thesis, so it is regard to this. Whether to give the feedback or something like that, it depends on the progress of the students, so when they just say oh this is easy for the proposal defense. And I say that it is Ok, it is for the proposal defense, Ok, you can take out when I agree with everything, you can take out for chapter four, five, six, take only chapter one to three, submit to them. So that is my way, maybe, different from other people, I do not know whether the thesis is good or not but that is how I do it.

R) Actually to come back again to the same question, I mentioned, the citation aspect, using verbs, using modal verbs, using adverbs, I mention these points if you give them feedback or not, on these aspects?

You said that some students put the whole paragraph and at the end they put the name of the author between two brackets, if for example, you have one of your students, did like this , do you give feedback or comment on this?

S 5) Yeah, I have there is one guy from Saudi few years back, he was preparing for sending, preparing a proposal I think, I was out station in the hotel and at 11 o'clock I had , started looking at his thesis, 11 o'clock pm at night. I said now, we keep exchanging at that time, you know whats' app was not at that common, I mean not started yet. He keeps sending me email, so I give it back and then I said, oh it is now 3 o'clock, but most of the things is on that particular issues. So sometimes, I become very serious on this, especially, yeah, the level of language is another thing, when we say Arab students, **some of the Arab students, they do not have language capability to a certain level**, to that level, **but some of them are very good**, they wish to learn, they really want to learn, **they know that they are handicapped**, and they really want to learn,

R) The last questions: How can EFL Arab postgraduates overcome such problems?

You mentioned one of the solution, you said they have to change their attitude towards work, how can PhD Arab postgraduate overcome such problems,

S 5) Well, some students, they take my comments, they take the comments very positively. It is not about taking the comment as me killing them, but I have also Arab students who take it very personally and left their studies you know, well I make a plan, and sometimes, I become very planned. But you know, I would say, good students, yes, sir, I agree with you not because they want to please me but they really learn. You know, but they take consecutively, some students, they do not, ok, this is what I said back to the attitude. Sometimes you know, how they are willing to be corrected and some students when I say the Saudi students, you

know, he is very willing, you know, I mean we keep exchanging you know, sometimes we become very very tense. You keep say, up to the point, you do sometimes, you lose the temper, I keep telling you several times, but you still doing this, you still do this. Sometimes, you come to that level, but to that students, they know how to react, you know. And some students say, oh, I am taking your time and you are, and it is almost two o'clock in the morning or three o'clock in the morning. So, I think, we need to continue, at that time, I was still very very actively charge, I say I do not get tired as long as you produce the correct work that I really want .

Thank you so much for participating in the study.

