

Citation Behaviors Observed in Japanese EFL Students' Argumentative Writing

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Kamimura, T. (2014). Citation behaviors observed in Japanese EFL students' argumentative writing. *Journal of Pan-Pacific Association of Applied Linguistics*, 18(1), 85-101.

Effective use of outside source texts is one of the key components of successful academic writing. This study aims at clarifying Japanese university EFL students' citation behaviors in producing argumentative writing. Twenty-six Japanese university EFL students wrote an argumentative essay. Their essays were analyzed quantitatively by six measures: languages of sources, credibility of sources, kinds of sources, citation strategies, references in essays, and reference lists in essays. The results of the analysis revealed that the students tended to (1) rely on Japanese, rather than English, sources; (2) distinguish credible from non-credible sources; (3) favor books and online materials as sources; (4) use data as well as direct quotations and verbatim translations as citation strategies; (5) properly cite sources in their own essays; and (6) list sources in a reference section. A qualitative sample analysis was conducted to examine actual instances of both effective and ineffective citation practices manifested by a student writer. The study suggests that it is necessary to integrate four language skills into writing instruction, to understand each student's citation behavior from the developmental perspective, and to prepare more precise guidelines for the use of online materials.

Key Words: citation behavior, source text, academic writing

1 Introduction

One of the factors that determine successful production of academic papers is how skillfully writers can use information taken from outside source materials. Polio and Shi (2012) claim that "the ability to incorporate outside texts into one's own writing is an essential academic skill" (p. 95). This ability is so important that misuse of sources might result in a serious penalty labeled as plagiarism. Despite its importance in academic writing, the complex nature of citation practices makes it difficult to define clearly what

* The author would like to thank Masashi Takada, who assisted her in analyzing the students' papers and gave her valuable comments.

makes appropriate and inappropriate use of outside source materials.

2 Review of Literature

Various studies have reported on the confounding nature of citation practices and text borrowing.

First, several studies have pointed out that there exists cultural variation in the perception of textual borrowing (e.g., Bloch, 2001; Pennycook, 1994; Scollon, 1994). According to these studies, some cultures (e.g. Western cultures) emphasize individual textual ownership, whereas others (e.g., Asian cultures) allow for shared use of others' texts; thus, compared with American students who have well-developed notion of plagiarism, Asian counterparts who do not have an equivalent level of this concept are likely to have more lenient attitudes towards the use of others' texts.

In addition to cultural variation, disciplinary differences were also observed. Acknowledging sources in an academic paper was found to be more strictly required in the disciplinary fields such as humanities, arts, and social science than science (Hyland, 1999; Shi, 2012). In humanities, language or wording, i.g., how the writer explains their own and others' ideas, has much importance, whereas in science, ideas or content, i.e., what findings are displayed, is more emphasized. Consequently, the same writing where paraphrases and summaries of original texts are used could be judged by acceptable or unacceptable depending on to which academic discipline the readers belong.

Moreover, teachers do not always have unanimous judgments on plagiarized texts. Li and Casanave (2012), for example, describe a case where an instructor read and rated two essays written by two different ESL students from Hong Kong, respectively. The instructor regarded one composition as "patchwriting" (Howard, 1995), which corresponds to copying of the original text with superficial syntactic and lexical modifications. On the other hand, the other composition was rated as a well-integrated paper, where different academic viewpoints were synthesized. In reality, both of the compositions did not meet the standard of academic papers. The writer of the former composition read a text that was beyond her current English proficiency level, which resulted in copying a large portion of original texts, whereas the writer of the latter composition drew on secondary sources far more extensively without consulting primary sources. Along with such a within-instructor difference, between-instructor variance can also be found. The factors that cause this difference involve the teachers' disciplinary fields as was mentioned before, their individual judgment on common knowledge which requires no citation, and on the use of second-hand citation (Pecorari & Shaw, 2012).

Finally, students' difficulties using outside sources result from different reasons. There are indeed students who plagiarize others' texts intentionally.

However, as Petrić (2012) demonstrates, there are also students who fully understand that plagiarism is a serious academic crime, but due to multiple reasons, they are likely to copy or use direct quotations from the original sources instead of paraphrasing or summarizing them. These reasons include both positive ones that reflect the students' attempt to maintain vivid expressions in the original texts and stylistic variety; they also include negative ones that are related to their limited linguistic ability, their unfamiliarity with the content and register of the source texts, and "resistance against writing that has no significance" (Bloch, 2001, p. 220), as is often required in a writing assignment at school. When considering those students, it is impossible and inappropriate to dichotomize simplistically students' writing into either plagiarized or integrated.

Thus, a variety of studies on ESL students' use of source materials can be found. However, in EFL contexts, especially in a Japanese context, only a few studies have been attempted to investigate students' citation practices. Rinnehart and Kobayashi (2005) investigated Japanese university students' perception of outside source use in L1 writing and found that the students did not have a clear notion of citation practices and they were not taught how to use source materials in L1 composition at the secondary school level. Dryden (1999), from a Westerner's point of view, argues that in Japanese academic fields, both professors and students are far more permissive of coping and plagiarism than their Western counterparts. He attributes this tendency to the tradition of Japanese education where transmission of knowledge from teachers to students, and from seniors to juniors, carries much value. Aside from these studies in L1 literacy education, the number of Japanese students' citation behaviors in EFL composition is scarce. Kamimura (2013) investigated the effects of integrated instruction on Japanese EFL students' production of argumentative writing. In examining the students' essays, she included in analytical measures some citation strategies such as use of L1 text and direct quotations. The focus of her study, however, was placed on assessing the effects of integrated instruction, and not on uncovering the students' citation behavior. The present study, therefore, was conducted to collect baseline data on Japanese EFL students' citation behaviors when they produce argumentative essays in EFL so that we can develop effective writing instruction in the use of outside source materials.

3 Purpose of the Study

The purpose of the present study is to investigate how Japanese EFL students use outside source materials when they write argumentative essays. Specifically, the following research questions were posed:

1. Do Japanese university EFL students use more English source materials than Japanese ones?

2. Do they use credible source materials?
3. What kinds of source materials do they use?
4. How do they integrate information in source materials into their writing?
5. Do they acknowledge the sources in their essays?
6. Do they provide reference sections in their essays?

4 Procedure

4.1 Participants

Twenty-six EFL Japanese students participated in the present study. They were first-year students who majored in English in a four-year Japanese university. They attended writing classes entitled “Composition 1” and “Composition 2,” where they were taught EFL academic writing. Their English proficiency level was judged to be intermediate with the average score of 511 points on the TOEIC test[®].

4.2 Data collection

4.2.1 Writing assignment

In “Composition 1,” the students mainly produced narrative and descriptive writing in English. In “Composition 2,” after they produced two expository essays and a short argumentative essay in class, they were told to write an argumentative essay as a take-home assignment. The writing prompt was as follows:

Some people say that it is better to live in an urban area, while others argue that it is better to live in the country. Which position do you take? Give specific reasons and use outside source materials to support your position.

In three weeks, they submitted both the essay and photocopies of the outside source materials. On the photocopies, they highlighted the parts that they integrated into their own writing.

4.2.2 Previous writing instruction

Before the students were given the writing assignment, they received general instruction in how to write an English essay, which has a hierarchical structure. Namely, they learned that (1) an English argumentative essay consists of three parts, i.e., an introduction, body, and conclusion, (2) a writer’s argumentative position needs to be presented in a thesis statement,

(3) the position needs to be supported by reasons, and (4) the reasons need to be further supported by evidence taken from outside sources (Bailey, 2006; Tajino, Steward, & Dalsky, 2010). Next, the students were shown a model essay written according to the APA Style (2010). Because the study attempted to collect baseline data on the students' citation behaviors, they were not given detailed explanations on what sources are appropriate or inappropriate and also how the sources should be integrated in their own writing.

4.3 Data analysis

The source materials found in the students' essays were analyzed by two researchers according to five different measures: (1) languages of sources, (2) credibility of sources, (2) kinds of sources, (3) citation strategies, (4) references in essays, and (5) reference lists in essays. One researcher was an EFL instructor who had a Ph.D. in English and had more than twenty-year experience in teaching EFL at a Japanese university, while the other was an MA student who was enrolled in a graduate course of applied linguistics and had one-year experience in teaching EFL at a nurses' school. When they analyzed data and any discrepancies occurred, they discussed them thoroughly until they reached full agreement.

4.3.1 Analytical measures

1) Languages of sources

The source materials that the students used in their compositions were divided into two groups depending on whether they were written in the students' L1, i.e., Japanese, or their L2, i.e., English. If the students used a work that was originally written in English and translated into Japanese, that work was considered to be a Japanese material.

2) Credibility of sources

Credibility of each source materials used in the students' essays was examined. Works written by experts in a specific discipline were defined as credible; those written by non-specialists for the general public were considered to be non-credible sources. Examples of a credible source were a book on Japanese economy written by an economist and a webpage issued by a governmental organization such as the Japanese Ministry of Land, Infrastructure, Transport and Tourism.

3) Kinds of sources

The source materials were classified into four kinds, i.e., (1) online materials,

(2) books, (3) journals, and (4) newspapers. Online materials included webpages issued by government and municipal offices. Journal and newspaper articles were classified as such, instead of online materials, even if the students used their online versions.

4) Citation strategies

The next analytical point was to classify the ways in which the students integrated information taken from the source materials into their own compositions. Five citation strategies were considered: (1) the use of data in the source materials, (2) a direct quotation including a verbatim translation of the English materials into Japanese, (3) paraphrase, (4) summary, and (5) patchwork. The first strategy was using statistics presented in the sources. The second strategy was employing a verbatim repetition of the original texts. This strategy included two types depending on whether the original text was written in English or Japanese: (a) a direct quotation, that is, exact copying of a writer's words in an original English text, and (b) a verbatim translation of Japanese phrases and sentences into English. The third strategy, a paraphrase, is a reproduction of a writer's words by using different words, whereas the fourth strategy, a summary, is a condensed restatement of someone else's ideas; the difference between the two, therefore, lies in whether reproduction is made on the linguistic or ideational level. The fifth strategy is a patchwork, which is piecing together phrases and sentences in the source texts. Examples of the five strategies used in the students' essays are shown in Appendix, with all syntactic and lexical errors left intact.

5) References in essays

The students' essays were examined to observe whether or not each source in the students' compositions was properly cited, with an author's name, a publication year, and, if necessary, page numbers. Here, the focus of the analysis was placed on investigating whether the students acknowledged the original authors whenever they used these authors' words or ideas.

6) Reference lists in essays

Lastly, whether each source found in the students' essays was listed in a reference section was examined.

4.3.2 Quantitative analysis

Chi-square tests (tests of goodness of fit, Takeuchi & Mizumoto, 2012) were administered to examine whether there were any statistical differences between categories set up for each of the six measures mentioned above.

4.3.3 Sample analysis

Sample analysis of an actual students' essay was attempted in order to substantiate the results obtained by quantitative analysis.

5 Results and Discussion

5.1 Results of quantitative analysis

5.1.1 Language of sources (RQ 1)

It was found that the students drew on the total of 46 sources in their compositions, and out of these 46, 32 were English sources (69.57%) while 14 were Japanese sources (30.43%). The analysis of a chi-square test revealed that there was a statistical difference between the students' use of Japanese and English source materials ($\chi^2=7.04, p=.008$). The students relied on a greater number of Japanese, rather than, English materials. This suggests that English texts are not familiar enough for Japanese first-year students to read or even search for on their own. Integrating other's texts into their own writing requires both reading and writing skills. To assuage the cognitive load imposed by these two language skills, the students might have drawn on texts written in their L1, Japanese, as reading materials. Another possible reason is that some of the students might not have been equipped with an academic skill to find suitable English texts in the library or on Internet.

5.1.2 Credibility of sources (RQ 2)

Out of the total 46 sources, 38 (82.61%) were credible, and eight (17.39%) were non-credible, with the difference being statistically significant ($\chi^2=19.57, p=.000$). It seems that it is not a difficult task for Japanese university students to distinguish credible from non-credible source materials.

5.1.3 Kinds of sources (RQ 3)

Table 1 shows the number and percentage of each kind of sources.

Table 1. Kinds of Sources

Source	Number	Percentage
Online materials	14	30.43%
Books	25	54.35%
Journals	4	8.7%
Newspapers	3	6.52%

Books (54.35%) were most widely used sources, and online materials (30.43%) followed them. Both journals (8.7%) and newspapers (6.52%) were rarely used by the students. The difference among these four types of sources was found to be at the significant level ($\chi^2 = 27.57, p = .000$).

This result suggests that books are the most familiar texts which Japanese students are likely to refer to when they attempt to search for new information. Online materials are also accessible media for today's students who live in a society where information technology is highly developed; webpages and online articles can be easily accessed both in and out of school. Journals and newspapers are less frequently used as teaching materials in language classes, as compared with content classes; therefore, they might not be familiar types of references for students when they write compositions in EFL.

5.1.4 Citation strategies (RQ 4)

Table 2 demonstrates the number and percentage of each of the five citation strategies used by the students. A significant difference among citation strategies was observed in this analytical measure ($\chi^2 = 37.26, p = .000$).

The most frequently used strategies were direct quotations and verbatim translations (50%). As Petrić (2012) states, direct quotations are the most rudimentary citation practice because the students do not need to change any words in the original texts. As stated in 5.1.1, the students heavily relied on Japanese sources, and when citing Japanese texts, they used verbatim translations, which correspond to direct quotations in the case of English original texts.

Table 2. Citation Strategies

Citation strategy	Number	Percentage
Use of data	14	30.43%
Direct quotation/verbatim translation	23	50%
Paraphrase	1	2.17%
Summary	6	13.04%
Patchwork	2	4.35%

Paraphrases (2.17%) and summaries (13.04%) were not frequently used. Compared with direct quotations and verbatim translations, paraphrases and summaries require more complicated and sophisticated linguistic operations, and therefore, the students at the intermediate EFL level might not have had these strategies at their disposal yet.

The second most popular strategy was the use of data (30.43%). This

result might be related to the nature of the writing prompt. Because the students were told to argue for either city or country life, they tended to support their positions by relying on statistics presented in websites of government and municipal offices located in urban or rural areas. With the development of information technology, students will use data and statistics obtained by online media more extensively in the future when they write academic writing.

Only two instances of a patchwork (4.35%) were observed. This strategy is piecing together several parts of the same source material without acknowledging the author and his/her work. The students who employed this type of strategy are those that are most likely to be accused of plagiarism. Though the number of the students who used patchworks was small, care should be taken to teach these students to realize the importance of citing others' works whenever they use them in writing compositions.

5.1.5 References in essays (RQ 5)

It was found that 33 sources (71.74%) were properly cited, and the remaining 13 (28.26%) were not cited in the students' essays; the difference between the two groups was found to be at the significant level ($\chi^2 = 8.70, p = .003$). It seems that majority of the students succeeded in properly citing original sources. However, more than a quarter of the students still failed in performing this citation practice, and this suggests that more instruction in this respect was needed for these students.

5.1.6 Reference lists in essays (RQ 6)

Out of the 26 essays, 20 (76.92%) included a reference section where works used in the essays were listed, whereas six (23.08%) did not have a reference section. According to a chi-square test, the difference between these two groups was found to be significant ($\chi^2 = 7.54, p = .006$). This suggests that providing a reference section is not a difficult task for Japanese EFL students. Approximately a quarter of the students, however, did not include a reference list, which means that not all the students had internalized a skill of writing a reference list, and care should be taken to teach the students how to list references by using various examples of references.

5.2 Quantitative analysis (sample analysis)

This section will demonstrate a representative sample essay written by a student in this study to clarify several positive as well as negative citing behaviors which the quantitative analysis cannot uncover. The sample essay is shown with all the grammatical and lexical errors left intact.

5.2.1 Representative sample writing

Sample 1 was written by Student 5. This sample was chosen because it demonstrated a typical pattern of citing practices that the students in this study displayed.

Sample 1 (Student 5)

I would like to recommend to you to live in an urban city. There are several reasons. For example, we can go to various places. And living in urban city is sometimes convenient for us. I will explain these this time.

First, I will account about detailed reason why we can go to many places. The biggest reason is abundance of means of transportation. (1)**According to East Japan Railway Company (2011), it is Shinjuku Station that has got on most in Japan in one day. 734,154 persons have ridden from there. Over 10 lines pass in this station.** We can go to amusement park, tourist spot, and so on. If it can go to many places, it will be said that it has much experience. (2)**According to Ueno (2005), it turns out that an improvement of traffic access has a big effect in promotion of exchange.** In case of living in country, you need to own your car. Maintaining your car cost money.

Second, I will explain about living in urban city leads to good things. If you are hungry but nothing to eat in your house, what will you do? I go to the convenience store near the house. If you walk a little, you will be able to find a convenience store. (3)**Even at a 7-Eleven (2012), there is no shop in the seven prefectures.** Please consider a different situation. If you get sick and be unable to work, you will surely get a look at a large hospital. However, if you live in the country, an ambulance may also be arrived slowly.

In conclusion, if you live in an urban city, you will live a full life. For the reasons stated above, I think we had better live in an urban city.

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Notes: Sections (1), (2), and (3) correspond to citations.

Sample 1 demonstrates both effective and ineffective uses of source materials. In the second paragraph, Student 5 draws on two sources. The first source is the official website of East Japan Railway Company, which can be considered to be a credible source written in Japanese. She uses data, i.e., the number of passengers and trains coming to and going from Shinjuku Station, shown on this website. The second source is a book written in Japanese by a professor in economics, and therefore, can be counted as credible. Here she uses a verbatim translation of a sentence from this source book in Japanese. The two source texts are introduced by a phrase “according to,” which is also frequently used by many other students in this study. A typical citation pattern that the students employed was: to use (1) “according to” followed by (2) an author’s name and a publication year, and (3) a verbatim English translation from a Japanese source text or a direct quotation from an English source material. This pattern seems to be the simplest, and therefore, the most accessible means for the students to rely on because it requires no syntactic alternations of the original text when they integrate it into their own writing. Only a few students used reporting verbs such as “state” and “argue” when they introduced others’ texts.

Although Student 5 uses two source materials effectively in the second paragraph, her use of an outside text in the third paragraph is not satisfactory. The third source she draws on is the official website of Seven-Eleven, Japan. This source can be classified as a credible online material. She writes in her essay that there are no Seven-Eleven convenience stores in seven prefectures in Japan. Unfortunately, she does not mention from which source this information is taken although the source is listed in a reference section. This case can be considered to be an unintentional borrowing of an outside source.

All the sources are shown in a reference section according to the APA style. However, the sources are not listed in the alphabetical order, but instead, in the Japanese syllabary (*aiueo*) order. Thus, effective and ineffective citation behaviors coexist in Sample 1.

6 Conclusion

This study aimed at clarifying Japanese university EFL students’ citation behaviors when they produce argumentative writing. The results of the analysis revealed that the students tended to:

- (1) Rely on Japanese, rather than English, sources;
- (2) Distinguish credible from non-credible sources;
- (3) Favor books and online materials as sources;
- (4) Use data as well as direct quotations and verbatim translations as citing strategies;
- (5) Properly cite sources in their own essays; and

(6) List sources in a reference section.

These results offer several pedagogical implications. First, integrating source texts into one's own writing requires a sophisticated reading and writing academic skills; therefore, the collaboration of reading and writing activities need to be emphasized. Students need to be first given various reading materials as input. By doing so, the students could develop reading skills to cope with English, rather than Japanese, source materials. At the same time, they could learn how outside sources are introduced and integrated into texts in different ways. In writing activities as output, the students need to practice various citing strategies, other than the simple pattern of "according to + an author's name + a direct quotation or a verbatim translation." After the students mastered this basic pattern, a teacher needs to teach how to use appropriately reporting verbs such as "state" and "argue" to create stylistic variation in the students' writing. However, care should be taken when teaching reporting verbs because the use of reporting verbs requires syntactic alternation of the original text (Petrić, 2012). More advanced strategies, such as paraphrases and summaries, were rarely observed among the students in this study. The students could develop paraphrasing and summarizing skills through an activity called dicto-comp where a teacher reads a passage aloud and the students listen to it and reproduce it in their own words, usually by discussing the content of the passage together. In this activity, not only reading and writing skills but also listening and speaking skills are integrated.

Second, as was shown in Sample 1, the students demonstrated both effective and ineffective citation behaviors. Integrating others' words and ideas into one's own text is never an easy task. It requires time and effort on the part of student writers. As Bloch (2001) claims, simply judging every instance of students' misuse of an original source as plagiarism is too simplistic. Instead, it is more important to situate each student writer at a different developmental stage in terms of discourse competence. As students develop as academic writers, they gradually master not only grammar and vocabulary (i.e., grammatical competence) but also citation conventions demanded in each academic discipline (i.e., discourse competence).

Third, the second most frequently used source was online materials. In today's society which is characterized by rapid advancements in information technology, the existence of online source materials cannot be ignored. As is shown by the fact that the latest edition of the APA manual (2009) spend only a limited number of pages for explaining how to refer to online materials, academic fields are not yet ready for providing students with appropriate instruction in the use of online texts. Outside source borrowing is frequently seen in the texts where various texts are interconnected by hyperlinks, and therefore, where authorship is blurred (Bloch, 2001). Students will be confused unless more precise citation rules for online sources are designated.

The present study has several limitations. The number of participants

was small. Only the students at the intermediate EFL proficiency level participated in the study. The writing assignment was limited to producing argumentative writing on a specific topic. If a larger number of students, either at the lower or higher level of EFL proficiency, had produced a different type of writing, such as a research paper, different results might have been obtained. Success in academic writing depends on whether a writer can appropriately use outside source materials. Future studies are definitely needed to confirm the present results.

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Taeko Kamimura

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Received: February 6, 2014
Revised: July 2, 2014
Accepted: July 20, 2014

Appendix Examples of Citing Strategies

(1) Use of data

According to Central Research Services, people who have cell phone in Japan account for 65 percent. In the urban area, the rate is 74 percent and in the country it is 59 percent. (Student 1)

Original text: Data presented in a table.

(2) a) Direct quotation

Léautier (2006) states that “We see that cities of more-globalized offer more choices to their residents, including private cars, trains or trams, bicycles, or a commute on foot.” (p. 73) (Student 17)

b) Verbatim translation

According to Ueno (2005), it turns out that an improvement of traffic access has a big effect in promotion of xchange. (Student 5)

Original text: 交通アクセスの改善が交流の促進に大きな効果を持つことが分かる。

(3) Paraphrase

According to Garling and Steg (2007), Co and benzene, NO₂ and PM of rural road are less than urban road. (Student 18)

Original text: Concentrations are lower on rural roads than on urban road [, and] the difference is especially great for CO and benzene, and much less pronounced for NO₂ and PM.

(4) Summary

According to the homepage of Environmental Restoration and Conservation Agency, toxic substances such as No_x are discharged from a car, a factory, etc. These substances have a bad influence on human body, and people may become sick. (Student 13)

Original text: 氮 汚染物質とは一般的に、これまで規制の対象とされてきた窒素酸化物 (No_x) や硫黄酸化物 (SO_x) などをはじめとする、大気中に存在する有害な物質および物質群の総称です。... 窒素酸化物 (No_x) は、燃料を高温で燃やすことで、燃料中や空気中の窒素と酸素が結びついて発生します。工場や火葬 電所、自動車、家庭など発生源は多様です。都市部の自動車から排出される窒素酸化物 (No_x) による大気汚染が問題となり、現在も排出ガス規制などにより排出量を減らす努力が続

られています。高濃度の二酸化炭素 (NO₂) は、のど、気管、肺などの呼吸器に悪影響を与えます。

(5) Patchwork

Urban city and country, each has good points and I think (1)which we choose is greatly influenced by where we grew up...

First, urban city is blessed with so much good opportunities. (2)Some people say that "Urban city's life is rich in matter, but it lacks spirit." I don't agree with this opinion. Urban city provides many services and chances which suit everyone's own needs, for example (3)traffic. Urban city has much more convenient train services, highway and so on than country. Having many transport facilities is very important thing. Let's think about a case with a prerequisite which you don't have a car or a license. In an emergency, if you are in urban city, you can use many transport facilities like train, bus and taxi, finally you can rush to the scene, but (4)if you are in country, you can use only one train or bus per hour. If the emergency is a matter of life and death, I refuse to guess the final in case of country.

(Student 15) (Underlined parts are included in Student 15's essay without crediting the author and used as if they were her own ideas.)

Original text: The underlined parts in Student 15's essay correspond to the underlined parts in the original text below.

Original text: さて皆さんは住むなら「都会」と考えているのでしょうか、それとも「田舎」でしょうか。「田舎はたまに遊び行くのには、とっても良いところだと思うけれど、毎日の生活を考えるとやっぱり都会の方が便利」(女性 20 代、東京都)、「都内人ごみで嫌な面もあるけど、いざというとき何でもあるし安心」(女性 30 代、神奈川県)など、「住むなら都会派」と回答した方が全体 34.5%。その一方、(1)「精神的に豊かであることが私にとっての『理想的な暮らし』。物質的に豊かなだけの都会には、あまり魅力を感じない」(男性 20 代、北海道)、「隣人は多くて疲れる。田舎は何もないけどそれがいい・・・」など、「住むなら田舎派」という声 39.5%を数え、「都会派」と「田舎派」がほぼ半々に分かれる結果となりました。...

では「都会暮らし」、また「田舎暮らし」の良い点について、具体的に見てみることにしましょう。まず「都会暮らし」の良い点について伺ってみたところ、最も回答が多かったのは(2)「交通の便が良い」(86.6%)でした。「都会は暮らしづらいと思われがちですが、(3)「電車がくまなく走っているので移動に便利」(女性 30 代、東京都)など、バス、電車や地下鉄網が所狭しと張り巡らされている都会では、どこへ行くにもアクセスが良く、待ち時間が少なく、また深夜まで交通機関が動いていることから、実質的に自家用車を必要せずとも生活ができる社会と言えます。

Citation Behaviors Observed in Japanese EFL Students' Argumentative Writing

(4)その一方、田舎暮らしでは「私が住んでいる所は、廉在地にも関わらず、夜は電車が1時間に1本なんていうこともある。具合が悪くて1時間も待ってられず、タクシーで帰ったことも。自家用車がないと何もできません・・・」(女性 40代、岩手県)など、免許、自家用車があれば、生活も間ならないという回答もありました。