

# The Integration of Sources into Text

## Abstract

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This study examines students' management of academic writing tasks, with a particular focus on how L1 and L2 students integrate source text information into their written texts. The data was gathered through a triangulation of data collection procedures, namely interviews, journal studies and collection of students' written materials such as lecture notes, drafts and subject outlines, and involved the participation of both local L1 and Japanese L2 speakers of English over one university semester.

To date, there has been little research on this aspect of student writing, despite the integral importance of citation in demonstrating the originality of and/or justification for a writer's argument and consequently in determining a reader's assessment as to the effectiveness of an academic paper. It is imperative that we gain not only an understanding of how students, both local and overseas, integrate background reading into their texts, but also knowledge of the local, historical and personal aspects of the reading to write context that influence students' use of source material. This may allow us to assist all students in assimilating more smoothly into the academic community.

Of those studies undertaken on citation to date, and in the broader area of reading to write, most have examined students' written products undertaken in classrooms or time limited circumstances for research projects themselves, settings which may pose different problems for students, potentially altering their usual behaviour. Hence, following the frameworks developed by Campbell (1987, 1990), Hyland (1999) and Stein (1990a, 1990b), this study seeks to provide a more comprehensive and thorough examination of citation behaviour by investigating students' cognitive processes in addition to their written products. More specifically, this study aims to: (1) Identify how students incorporate information from the source text into their own text; (2) Determine what processes are activated when integrating source text into their own text; and, (3) Assess how successfully source text material is integrated into the new text.

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