

A corpus-based analysis: the use of citations

Abstract

The present study examines the use of citations in research article introductions in the field of educational psychology using Swales's (1990) categorisation of citations as integral and non integral. The corpus for this study comprises 40 introductions of research articles – 20 Chinese and 20 English – in the field of educational psychology. Ten professors affiliated with higher institutions in native English-speaking countries and six professors with higher institutions in mainland China participated as the specialist informants for the present study. These professors are academic writers who have published their articles in the two selected representative journals of the present study. Whenever applicable, specialist informants' views offer additional insights into the findings in the corpus-based contrastive analysis. The findings of the present study provide some insights into the teaching and learning of academic English writing for Chinese ESL students.