Item Number :

Serial Number :

A dissertation submitted in partial fulfillment of the requirements

for the degree of Master in English

FIELD : Foreign Languages

SUBJECT : English Language

SPECIALITY : Language and Communication

Title

Investigating Students' Use of References in their Master Dissertations: The Case of the Department of English at MMUTO

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Class : September, 2017

Dedications

To my beloved family:

my parents Fatima and Douadi,

my brothers Fouad, Ayoub, Salah-din, Chihab, and

my sister Imane,

all my family and all

my dear friends

Soumia Aggoune

To my parents who encouraged me, and taught me perseverance and patience,

to my much-loved brother,

my aunts and uncles,

all my family and friends

Isma Amroun

Acknowledgments

Abstract

The present study aims at analysing Master Dissertations in order to discover the different ways students of English use references. It also attempts to unveil the referencing systems adopted, and check whether the students are consistent in applying them. To achieve these goals, four distinctive theoretical frameworks are employed which consist in the Harvard, the APA, the MLA, and the Chicago author-date referencing systems. The nature of this study is descriptive. It is conducted in the department of English at Mouloud Mammeri University of Tizi-Ouzou. The corpus of this research is composed of forty bibliographies of Dissertations from different specialties. These dissertations were submitted from 2014 to 2016, apart from one dissertation that was discussed in 2007. The data consist of a total of 1662 references. The results of this investigation are reported and described using the mixed method. They show that the students use more print source materials than electronic sources, and rather omit to update their sources. The findings also reveal that various referencing systems are interchangeably used by students. The most used styles are the MLA style in Literature-Civilization specialties, and the APA and Harvard styles are mostly used in Linguistics-ESP specialties. It ought to be mentioned that the least used style is the Chicago author-date system. Furthermore, the students are more or less consistent in applying the chosen styles. For instance, they often mix between the Harvard and the APA, or between the Chicago and the MLA styles. The conclusion to be drawn from the different findings is that the students have only partly respected the recommendations of the chosen referencing systems.

Key Words: Master Dissertations, bibliographies, references, referencing systems, The

Harvard, APA, MLA, Chicago author-date.

List of Abbreviations

- NEC International: New Europe College (Institute for Advanced Study)

- MHRA: Modern Humanities Research Association

- MLA: Modern Language Association of America

- APA: American Psychological Association

- MDs: Master Dissertations

- MMUTO: Mouloud Mammeri University of Tizi-Ouzou

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General Introduction

1- Statement of the Problem

Writing is one of the most important skills for a student to master, as it is necessary in pursuing a scholarship. It is a means of communication that is used both in one's personal and professional lives. However, academic writing is different from personal writing in a number of aspects, as it has some specific rules and steps to follow, such as the structure, the writing style, a specific technical vocabulary, and a proper referencing of outside sources. When writing any academic work, whether it is an essay, report, dissertation, scientific paper, book…etc, the writers and researchers have to support their ideas with arguments by using information, ideas, and theories from different source materials in order to give their work authority and make it persuasive. These sources of information can be print source materials, such as books, journals, theses, magazines, etc, or electronic sources, for instance, web pages, videos, E-books, forums, electronic journals. When using information from any source material, either by quoting, paraphrasing, summarizing, or copying figures and tables, the writer has to identify other's work by making reference to it both in the body of text and at the end of the work in a bibliography.

Referencing is an academic act of acknowledging others' words and ideas used in one's own work by citing their source. Whether the information, ideas, and theories used are from published or unpublished works, they all require proper referencing (Steenwinkel, 2014). Not referencing other's words or ideas is considered as plagiarism, which is an academic dishonesty, and is considered as cheating by taking others' ideas and presenting them as if they were one's own. For this reason, researchers must reference all sources of information they use to avoid accusations of plagiarism and dishonesty. Proper referencing provides the

researchers with solid arguments for their own ideas and gives their work authority and integrity.

In Algeria, as well as is the case in many countries, in their final year of study at university, all graduate students have to conduct a research work which is necessary to get a Master degree. In order to carry out their investigation, students have to bring information from different sources and read about previous works on their research topic. Once they reviewed the literature, there comes the step of writing their Master Dissertation.

Students have to use information from different sources in order to support their work with theoretical background. Each time they use ideas, theories, figures or any other information from outside sources, they have to provide a reference for the sources of information they use both inside the text and at the end of their dissertation in a reference list. Any source materials read for background information but not referred to in their work should be provided in full in a bibliography.

There are a number of different referencing systems used in academic writing. However, there is no universally adopted referencing system. Most scholars and students employ one of the most popular systems currently in use in the United Kingdom and America, which include, according to NEC International (n.d.):

- Modern Humanities Research Association (MHRA)

- The Harvard System (often called the 'Author Date System').

- The Chicago System.

- Modern Language Association of America (MLA).

- American Psychological Association (APA).

Many guidebooks were published by different schools and universities in order to explain and facilitate the use of citations and references for students. For instance, A Guide to

Citing, Referencing and Avoiding Plagiarism by Alisson Truelove, published by the university of Exeter, UK (2014), The Complete Guide to Referencing and Avoiding Plagiarism by Neville Colin, University of Bradford, UK (2007), A Guide to Citing and Referencing for Students published by Oxford University Computing Laboratory. In addition, Many Works about different styles of referencing were published, such as Citing and Referencing: Harvard Style, Citing &Referencing: Vancouver Style, both published by Imperial College in London (2016), A Guide to the APA 6th ed. Referencing Style by the Universal College of Learning (2015). MLA Referencing Style by the University College Dublin, Ireland (2011), etc. All these guidebooks provide a good explanation of the way to use references in both the text and the bibliography of any academic work.

The present study is about analysing the use of references and the referencing styles adopted by students in their master dissertations in the English department at Mouloud Mammeri University of Tizi-Ouzou. As a matter of fact, many works have dealt with analysing references in Academia. For example, a study was conducted at Iowa State University in 2011 to explore the functions of references in discussion and conclusion sections of academic research papers. In the same year, an analysis of the Utilization of Reference Books by Students has been conducted at Covenant University, Nigeria. A study of the Reference Style of Thesis Written by the students of English Language Education Study Program has been conducted in Teacher Training and Education Faculty of Tanjungpura University, Pontianak in 2014. To the present state of our knowledge, no previous research work has ever dealt with the use of references and the referencing systems adopted in students' Master Dissertations (MDs) at the national level.

2- Aims and Significance of the Study

The present work probes the use of references in students' dissertations. Its main objectives are to unveil the different ways Master 2 students of English use references in their

Master Dissertations, and determine the extent to which they conform to a particular referencing system. This study is conducted at the level of the Department of English at Mouloud Mammeri University of Tizi-Ouzou. Findings from a study, such as this, may help students to get a better visibility of the importance and use of reference sources in their research works and adopt a proper referencing of these sources by using a specific referencing system in a consistent manner, which gives more credibility and integrity to their work. In addition, the university management may benefit from the findings of this study by promoting one or two particular systems to be used consistently by all students on a particular specialty. This can be done for the sake of avoiding errors when referencing sources and mixing between the different styles.

3- Research Questions and Hypotheses

In this research, we ask the following questions:

1. What types of source materials do Master 2 students of English use in their MDs? and how do they use these sources to meet their information needs?

2. What are the referencing systems used by Master 2 students?

3. To which extent do students conform to the chosen referencing styles?

These following hypotheses are advanced in an attempt to predict the results:

- The students get information from different types of source materials. They use some types of reference materials more than others.

- The students use different referencing systems to cite sources in their MDs.

- All students are consistent in applying the chosen referencing system.

- Not all students respect the requirements of the chosen referencing style and they are inconsistent in applying it.

In order to analyse the references of the bibliography sections in a systematic way, analytical categories are borrowed from four distinctive theoretical frameworks, which consist of the Harvard, APA, MLA, and Chicago author-date referencing systems.

4- Research Techniques and Methodology

In this work, the research methodology adopted is the mixed methods research as it is suitable and fits the objectives of our research. It is a combination between the quantitative method, which provides the reader with numbers and statistics and presents the results by using tables and diagrams, and the qualitative method that is used to describe and interpret relevant information. Since the purpose of this research is to discover the ways Master 2 students use references in their MDs and unveil the referencing systems used, the corpus consists of forty bibliography sections of dissertations written by Master 2 students of English at Mouloud Mammeri University of Tizi-Ouzou. These dissertations are selected from different specialties of English in linguistics-ESP, and Literature-Civilization. The selection was done randomly with a total ignorance of the marks to avoid the influence on the results. The different referencing systems are identified following the theoretical frameworks, which consist of the bibliographic reference formats of the Harvard, APA, MLA, and Chicago author-date systems of referencing.

5- Structure of the Dissertation

This work is designed according to the traditional complex type of dissertation format. It consists of the General Introduction, four main chapters and the General conclusion. The first chapter consists of the Review of the Literature, the second one is called Research Design, the third one is named Results, and the final chapter is the Discussion chapter. First, the Introduction section states the general topic of the work and shows its importance by making reference to previous works and then investigating the gap of previous studies conducted by researchers. Then, Review of the Literature chapter presents the main notions

and concepts related to the present work. It aims at exploring and exposing different works done on Referencing. After that, the Research Design chapter includes the corpus and the procedures used in the investigation, and the Presentation of the Findings chapter presents the results of the analysis. Finally, the Discussion chapter is devoted to the interpretation and explanation of the findings. A General Conclusion section restates the main points of the work and suggests further resources for future research.

I. Review of the Literature

Introduction

This chapter deals with the literature review, which is a handy guide to get an overview of the theoretical scope of this dissertation. It is divided into two sections, one section is devoted to defining key concepts involved in this research, and the other section provides an overview of the theoretical frameworks on which the present work is based, we will start by the first section.

I. 1. Referencing

I. 1.1. Definition of Referencing

Several definitions are provided by many researchers who investigated this subject thoroughly. For instance, to Neville (2007), it is:

> an expected academic practice that students will refer to (or cite) the sources of ideas, data and other evidence in written assignments. Referencing is the practice of acknowledging in your own writing the intellectual work of others work that has been presented in some way into the public domain. As you progress through different levels of study in higher education, you are expected to be increasingly more critical of ideas and theories, and their application in models and practices, and how this criticism includes an awareness, and acknowledgement, of the source of ideas. Ideas are often a product of a particular period of history and of the social, economic, and cultural norms and values of that time. Therefore, your sources inform and alert the reader to the origins of the ideas, theories, models or practices under discussion.

(Neville, 2007:1)

The above mentioned definition points out that referencing is a formal way of giving credit to other's works, in which students reference any information they use in their work. The act of citing others' work is known as referencing. Thus, one has to evaluate any idea or data they borrow from others and this evaluation has to be backed up with a proper citation of

the original source. Thoughts are changing through time in many aspects, thus referencing traces the authenticity of thoughts and any other type of data.

I. 1.2. The origins of referencing

Referencing is not a new issue; Grafton (1997 in Neville, 2007) narrates the history of footnote referencing, in which he states that the origins of this practice go back to roman jurists who used referencing in their earlier formal writings. It was argued they were linking each work with its source, however, the invention of the printing press in the late fifteenth century was a huge event that gave access to knowledge and has played a fundamental role in giving birth to the notion of an 'author'. Eisenstein believes that this technology was a support to treatises, it has also made thoughts meaningful, in addition to establishing the concept of 'personality'; moreover, the printing press made authors with different talents in writing emerge (1983 in Neville, 2007).

Thanks to the Printing Press, thoughts became more important and writers started paying attention to plagiarism. The Statute of Anne, passed into law on 10 April 1710, was the first Copyright Act in the world it has referenced author's works and writings, it has also firmly guaranteed security against intellectual theft (Neville, 2007). Grafton also observes that the growth of the printing press also officialised annotations into printed footnotes; these emerged in writings from the eighteenth century onwards. This evolution has paved the way to two advantages for writers. They allowed the writer acknowledge his reference as well as to express using his personal touch outside the central text (1997 in Neville, 2007).

According to Neville, many styles of referencing emerged in the twentieth century. The majority of universities permitted the use of different styles, despite the fact that there may be recommendations to use only one style (2007).

I. 1.3. What is the difference between a Citation and a Reference

There is a clear difference between a citation and a list of references. Eaton (2013) provides the difference between them:

A. **Citation**: Eaton (2013: 1) defines citation as a particular reference used in the body of the assignment. This type of citation may vary depending on the type of referencing system used (e.g. MLA, APA), and the way this citation is inserted into the text. That is to say, citation is a type of referencing used inside the paper; however, this may differ depending on the type of citation used, and to the way this type of acknowledgement is used. Eaton also lists the basic components of this type of referencing, which are:

- Name of the author(s).

- Year of publication.

- Page number or page range.

B. **References:** The list of references comes at the end of the paper (Eaton, 2013). It includes all original citations of sources, and it is placed at the end of the assignment.

I. 1.4. Options for referencing

A handout created by Dana Rine and Kristen Gay from the University of Florida (n.d.) mentions that, in academic writing, support for arguments using sources should be incorporated, such as books or journal articles. There are three different techniques to reference information, they are: quoting, paraphrasing, and summarizing. These three ways of referencing are important in different contexts, relying on the type of knowledge used mainly, its 'length', 'clarity', and 'purpose'. In other words, acknowledging authors' intellectual property is part and parcel of a research, thus it should be incorporated. There are three basic

methods to referencing they are: quoting, paraphrasing, and summarizing; these three methods of citing are further explained in details:

- **Quoting:** The information used in sources should be reworded keeping the same meaning. The quote should appear exactly as it does in the original reference, despite the fact that brackets may be used to mention any changes made in the text to obtain a correct quoted work. Any sentence or paragraph quoted must be put in quotation marks. Quotes are important in cases when there is a need to quote, or when the quotes are well summarized and precise. When doing this practice it is advised to have a journalistic vision (Rine and Gay, n.d.).

- **Paraphrasing a source:** Kaushik defines a paraphrase as the rewording of a text keeping the same meaning as the original. In addition, paraphrasing can be equal or slightly shorter than the original text (2011). That is to say, paraphrasing means expressing others' ideas in one's own words and structures without distorting the meaning of the original text and keeping almost the same length.

- **Summarizing a source**: Kaushik (2011) defines a summary as a condensed version of the original text expressed in one's own words, keeping the main ideas of a text. A summary is much shorter than the original text. In other words, summarizing means writing someone else's ideas using different words and keeping only the most important ideas. A summary is a shorter form of the original text.

I. **1.5. Principles of referencing**

Walker and Taylor (1998 in Neville, 2007) state that there are five principles on which any referencing style is based. The first of these principles identifies the main reason behind using any referencing style and the other four principles are essential instructions to follow when using any style of referencing. These principles are explained by Walker and Taylor (ibid) as follows:

- **The principle of intellectual property:** plagiarism is based on two western concepts which are: 'economic model of capitalism' and 'adopting works of other's if the source is reliable'.

- **The principle of access:** referencing is an easy way of acknowledging sources used in the assignment. This makes ideas accessible, as it gives access to others to locate the sources and use them.

- **The principle of economy:** sources must be fully acknowledged to give access to readers to identify them. Citing sources has two advantages: first of mentioning only what is important, second, it increases reading opportunities.

- **The principle of standardization:** referencing has specific principles to follow; therefore, it gives access to anyone who learned these principles to recognise it. All styles of referencing build steps to follow.

- **The principle of transparency:** All information used should be clear.

I. **1.6. Why referencing is important**

According to the American Psychological Association (2010), Referencing is important as:

- It traces the origin of ideas.

- It gives access to other's to identify your sources, as well comment on your own explanations of ideas.

- It is used to avoid plagiarism (i.e. taking other's work without acknowledging the source).

Basically, referencing is necessary as it provides the sources of information used, and allows others to locate them, and most importantly, it is used to avoid accusations of plagiarism.

I. 1.7. Plagiarism vs Referencing

Plagiarism is the practice of inserting others' ideas, texts or sentences without referencing them and claiming the ownership of them. It is an academic misconduct and a dishonest act that does not respect academic standards which professional associations have established to ensure security of ideas (Rampolla, 2004). To put it another way, plagiarism is the unacknowledgment of other's work. It is a form of stealing which does not respect academic principles that scholarly communities have established.

Conversely, referencing is defined as a formal way of citing information used in an assignment, "a standardised method of formatting the information sources you have used in your assignment or written work." (University of Queensland, 2017: 1). That is to say, referencing is an official way of acknowledging information used in a paper. Southampton Solent University regulations (2012) reckon that referencing serves many purposes, as it:

- Acknowledges sources of information, a key aspect of academic integrity.
- Demonstrates the depth and quality of the research done.
- Allows others to locate the sources used if they wish to know more.

Plagiarism is defined by Panter (2017) as a form of dishonesty that can cause exclusion from universities and other academic associations, article rejections or retractions from journals, in addition to the lack of authenticity of the research. In other words, plagiarism is an illegal practice that causes penalties at schools and other institutions and the lack of reliability of the information used in the research work. Unlike plagiarism, paraphrasing is defined by Taylor *et al.* (2003) as the rewording of spoken or written works of others. Despite this rewording, the paraphrased information needs a proper citation. That is to say, paraphrasing means writing other's ideas using different words, and this paraphrase should be referenced.

I. 1.8. Plagiarism vs Academic Integrity

Academic integrity is the mastery of academic principles. These principles incorporate investigation, knowledge, in addition to using other's work, acknowledging it and adding it as a support to one's own work (James, McInnes and Devlin, 2002)

Unlike academic integrity, plagiarism is defined by the American Association of University Professors (1989 in Roig, 2003: 3) as "*taking over the ideas, methods, or written words of another, without acknowledgment and with the intention that they be taken as the work of the deceiver.*" To put it another way, plagiarism means adopting other's work as one's own with a total awareness that it is cheating by not referencing the source of information.

I. 1.9. What is a reference list and how to construct it

- **Definition**

The reference list is a list which includes all the sources cited in the text of the assignment; it is located at the end of the work. This allows the reader to find out the information used and to examine, if necessary, the evidence on which the research is based (Pears and Shields, 2008). To put it another way, a reference list is a list which incorporates all sources referred to in the body of the assignment, among its goals locating the sources of information.

- **How to construct it**

  The University of Woollongong (2012) provides its students with steps for creating a reference list:

- Give your reference list a title (usually 'references').

- Order all of the references in a single list: Alphabetically by author's family name/authoring body (or title if there is no author).

- If there are multiple works by the same author, put the earliest date first.

- Do not indent or number the references.

- Make sure the author details and year in the in-text citation exactly match the entry in the reference list.

- Reference lists are usually placed at the end of the main body of your document.

Basically, a reference list should include a title, such as 'bibliography' or 'references'. The references have to be organized in alphabetical order by author's last name, and they should not be indented or numbered. This list of references is often attached at the end of the written work.

I. **1.10. Bibliographies vs references**

Bibliographies may seem the same as references but they are different. Neville (2007) states the differences between them as follows:

- References are the items you have read and specifically referred to (or cited) in your assignment.

- A bibliography is a list of everything you read in preparation for writing an assignment.

- A bibliography will, therefore, normally contain sources that you have cited and those you found to be influential but decided not to cite.

- A bibliography can give a tutor an overview of which authors have influenced your ideas and arguments even if you do not specifically refer to them.

- At the end of your assignment you will produce a list that is headed either, 'Bibliography' or 'References'.

In short, the bibliography is different from references, since the former includes sources which are cited in the body of the work, and the sources read for background

information but not cited within the text of the work, whereas references are only the sources cited in the body of the written document.

I. 2. Analytical Frameworks of the Present Study

It is important for researchers and students when writing any academic work to use ideas and information from other authors' works. By doing that, they have to identify the sources of information they use. The most appropriate way of acknowledging other's ideas and information is to use a referencing system. According to New Europe College (n.d.), there is no universally adopted referencing system for academic writing, but the most common and popular ones include:

- Modern Humanities Research Association (MHRA)

- The Harvard System (often called the 'Author Date System').

- The Chicago System.

- Modern Language Association of America (MLA).

- American Psychological Association (APA).

In this research, we are interested with the Harvard, APA, MLA, and Chicago author-date referencing systems. A presentation and explanation of the recommendations of the four referencing systems are provided in the next sections.

I. 2.1. The Harvard System

When using the Harvard referencing system, sources must be cited both inside the text of any academic work (In-text citations), and at the end of the work in a reference list or bibliography which includes full details of the sources used, and they are listed in alphabetical order. According to University of Roehampton (2016), the Harvard referencing system requires the use of in-text citations, which include the author surname and year of publication in round brackets when paraphrasing (Surname, Year). In addition to the previous

information, page numbers are included when direct quoting (Surname, Year: Page). However, the reference list includes more details of the sources used in the assignment and it is organized alphabetically.

The following table illustrates some of the sources that can be referred to when writing an assignment. The Harvard referencing requirements for each source, established by Roehampton University (ibid), are presented in a reference list sample format.

Source Type	Bibliography Basic Format
Book	Author (Year) *Title of Book*. (Edition - if not first edition.) Place of Publication : Publisher.
Chapter in edited book	Author (Year) Title of chapter. In: Editor (ed.) *Title of Book*. (Edition - if not first edition.) Place of Publication: Publisher. Pages.
Journal article	Author (Year) Title of Article. *Title of Journal*. Month or season Volume (Issue) Pages.
E-book	Author (Year) *Title of Book*. (Edition - if not first edition.) Place of Publication: Publisher. Available at: URL.
Website	Author/Corporate author (Year) *Title of Webpage*. Available at: URL (Accessed: dd/mm/yy).
Online journal article	Author (Year) Title of Article. *Title of Journal*. Volume (Issue) Pages. Available at: URL (Accessed:dd/mm/yy).

Table 1: Basic format for referencing some sources in the Harvard style.

Generally, in the Harvard system, referencing any source of information used in an assignment, whether it is a book, journal article, website, etc, it necessitates to include the author's name, year of publication inside the text of any academic work. Additional information are provided in the reference list, such as, the title of the source, place of publication and publisher for books; volume number, issue number and page numbers for journal articles or periodicals, and URL address for online sources.

I. 2.2. The APA System

Paiz *et al*., explain that the American Psychological Association (APA) is conceptualized as a referencing system that is widely used in social sciences. It follows an

author-date method of referencing and requires in-text citations, that is referring to outside sources inside the text of any academic work, which include the author's last name and the year of publication (author, year), and recommends complete references with all the details at the end of the work in a list labelled "References" (2014). The APA system does not recommend using footnotes or endnotes, but if it is necessary to use them, it suggests two types of footnotes: content and copyright (Paiz *et al*., 2013).

The following table provides the basic format for referencing some sources in the reference list or bibliography, using the 6th. edition, second printing of the APA manual (Paiz *et al*., 2015).

Source Type	Bibliography Basic Format
Book	Author, A. A. (Year of pub). *Title of work: Capital letter also for subtitle*. Location: Publisher.
Chapter in edited book	Author, A. A. (Year of pub). Title of chapter. In A. A. Editor(s) (Eds.), *Title of book* (pages of chapter). Location: Publisher.
Articles in periodicals	Author, A. A. (Year). Title of article. *Title of Periodical, volume number* (issue number), pages.
E-book	Author, A. A. (Date of pub).*Title of book*. Retrieved from http://www.someaddress.com/full/url/
Website	Author, A. A., & Author, B. B. (Date of pub). *Title of document*. Retrieved from http://Web address
Article from an online periodical	Author, A. A. (Date of pub). Title of article. *Title of Online Periodical, volume number* (issue number). Retrieved from http://www.someaddress.com/full/url/

Table 2: Basic format for referencing some sources in APA style.

The APA style is very similar to the Harvard style, in that it follows an author-date system of referencing. In-text citations include the author's last name and year between brackets, in addition to page numbers when quoting; however, slight differences between the two referencing systems can be noticed in the list of references at the end of the work. In the APA style, the list of references is indicated by "References" at the end of the piece of academic writing unlike the Harvard system, where it is indicated by "Reference list".

Differences in punctuation, such as the full stop after the date of publication; in capitalization, for instance, (Ed.) in contrast to (ed.) in the Harvard system for edited works; in the words used such as 'Retrieved from' instead of 'Available at' for online sources.

I. 2.3. The MLA System

The Modern Language Association (MLA) conceived a system which has become one of the popular referencing systems commonly used by scholars and researchers within the field of humanities and liberal arts (Russell *et al*., 2016). According to the University College Dublin (2011), the MLA system involves citing sources in the body of the text (in-text citation), and in a list of references at the end of the paper entitled "Works Cited". In-text citations include the author's last name and page numbers between brackets (Author last name page). The basic format for citing some sources in the list of references using the MLA style guide is provided in table 3 below.

Source Type	Works cited Basic Format
Book	Author last name, First name. Title. Place of Publication: Publisher, Year of publication.
Chapter in edited book	Author(s) last name, First name and last author's First name Last name. "Title of chapter." Title of Collection. Ed. Editor(s) First name last name and last editor First name Last name. Place of Publication: Publisher, Year of publication. Page range.
Journal article	Author(s) last name, First name and last author's First name Last name. "Title of Article." Title of Journal volume. Issue (year): pages.
Website	Author(s) Last Name, First Name (if available). Name of Site. Name of institution/organization affiliated with the site (sponsor or publisher), Year of resource creation (if available). Medium of publication. Day Month Year of access.
Electronic journal article	Author(s) last name, First name and last author's First name Last name. "Title of Article." Journal title Volume. Issue (Year): Page numbers. Database. Web. Day Month Year accessed.

Table 3: Basic format for referencing some sources in MLA style.

The MLA style requires limited use of endnotes or footnotes that can be used for bibliographic notes to refer to other works, or content notes to refer to additional information. MLA system discourages extensive use of explanatory notes. Endnotes or footnotes are indicated within the text by superscript arabic numbers (Russell *et al.*, 2016).

There is a clear difference between the MLA System and Harvard or APA referencing systems. Although MLA system recommends referencing sources within the text and in a list of references at the end of the work, just like the previously mentioned systems, it differs from them in many points. In the MLA system, in-text citations are formed with the author's name followed by page numbers, instead of publication year, with no punctuation in between (Author page). The reference list, in the MLA system, is labelled 'Works Cited' and is organized alphabetically or into sections, according to primary and secondary sources, or divided into source types (books, journals, Web pages, etc.). A clear difference can be noticed in the list of references, such as the author's last name which is followed by his/her full first name in the MLA system, instead of initials like in the Harvard system. In addition, the year of publication is usually placed at last, unlike the Harvard and APA systems, which recommend placing the year immediately after the author's name. Finally yet importantly, MLA recommends limited use of endnotes or footnotes, contrary to the Harvard style, which does not require their use as it is distraction for readers.

I. **2.4. The Chicago System**

The referencing system established by the University of Chicago (2010) includes two options for citing sources: notes and bibliography system, and author-date system. The choice between the two styles is dependent on the field of study and the nature of cited sources. The notes and bibliography style is preferred by many scholars in the fields of humanities, literature, history, and the arts. This style uses bibliographic information in notes, and usually

a bibliography at the end of the document. However, the author-date system is favoured by scholars and researchers in the physical, natural, and social sciences. In this system, sources are cited within the text in parentheses, by author's last name and date of publication (Author Last Name Year of Publication, Page number). Full details of cited sources are provided in a list of references at the end of the work.

The basic format for citing some sources in the list of references, using the 16th ed. of the Chicago author-date system by Trinity University (n.d.) is provided in table 4 below.

Source Type	Bibliography Basic format
Book	Author Last, First. Year of Pub. *Title*. Location of Publisher: Publisher.
Chapter in edited book	Author Last, First. Year of Pub. "Title of Chapter/Article." In *Title*, edited by First Last, inclusive page numbers. Location of Publisher: Publisher, Year.
Journal article	Author Last, First. Year of Pub. "Title." *Journal Name* volume # (issue #): inclusive page numbers.
E-book	Author Last, First. Year of Publication. *Title*. Location of Publisher: Publisher.URL.
Website	Last Name, First of Author. Year of Pub. *Title of Site*. Last modified or Accessed Month Day, Year. URL.
Online journal article	Author Last, First. Year of Publication. "Title." *Journal Name* volume #, no. issue # (Month Day of Pub): inclusive page numbers, URL.

Table 4: Basic format for referencing some sources using Chicago author-date system (16th ed.)

The Chicago style is very flexible as it enables the writers to make a choice between the different formats to cite their sources. This choice is done depending on the subject matter and the nature of cited sources. Although the Chicago style resembles Harvard, MLA, and APA styles in the basic information to use. It differs from them in a number of aspects. The Chicago system provides two types of referencing formats: Notes and bibliography style, author-date style. The Chicago author-date system is much like the previously mentioned styles in its use of in-test citations and bibliography at the end. However, the notes and

bibliography version of Chicago style is different from the previous styles in its use of footnotes instead of in-text citations. The bibliography in Chicago system is very similar to MLA "works cited". Some differences can be noticed, such as, the year of publication, which is directly placed after the author's name like the Harvard and APA systems, and slight differences in citing electronic sources.

I. 2.5. Similarities and Differences between the different systems (Harvard, APA, MLA and Chicago)

One of the most important practices expected from the writers of any academic work is the proper referencing of the sources of information they use to support their work. This is done by following a set of rules and standards to provide the readers with information about the sources used in their own work. Because there is a wide variety of disciplines, different referencing systems are designed to meet the needs of different domains. Among these systems, four most commonly used referencing systems are explained in the previous sections, which include the Harvard, APA, MLA, and Chicago systems. All of these styles are similar in many aspects. The four styles require the same basic information for citing sources. All of them use in-text citations and a list of references or bibliography at the end of the work, which is listed in alphabetical order. In all four styles, in-text citations usually appear in parentheses including the author's name. All of the Harvard, APA, and Chicago systems require using the year of publication in the in-text citation.

Despite the similarities that exist between the four styles, there are clear differences between them. Every discipline necessitates the use of a specific style of referencing. For instance, scholars in the field of social sciences are likely to use the APA referencing system, whereas the MLA system is mostly used in humanities and liberal arts. All of these four styles use in-text citations but the information included vary from one style to another. The year of

publication is incorporated in the in-text citation in Harvard, APA, and Chicago systems, but not included in MLA, which uses only the author's last name and page numbers. According to Yale Center for Teaching and Learning (2016), the MLA system emphasizes the author's name and page of the information used, which allows scholars to find out the exact information analysed by the writer; however, APA system emphasizes the year of publication instead of the page numbers, which enables the reader to clearly see the evolution of the research over time.

Another point of difference is the use of footnotes and endnotes. The notes and bibliography version of Chicago system recommends the use of footnotes at the bottom of each page, or endnotes at the end of the paper instead of using in-text citations, whereas the Harvard, APA, and MLA systems do not require the use of footnotes, except in some cases, where the APA and MLA styles use limited number of footnotes. Furthermore, differences can also be noticed in the list of references or bibliography at the end of the assignment labelled "References" (APA), "Works Cited" (MLA), etc. This reference list includes the same basic information; however, the order of that information varies from one style to another. For instance, all of the Harvard, APA, and Chicago reference lists put the year of publication immediately after the author's name unlike the MLA works cited, where the year of publication is placed at the near end of the reference entry. There are also differences in using the author's name in the list of references. The MLA system uses full first names; however, the Harvard and APA systems only give first initials. Finally, variations in punctuation between the different referencing systems can also be noticed, such as the full stop which is placed after the year of publication in APA and Chicago systems, unlike the Harvard system which do not incorporate the full stop after the year of publication. The comparison which has been drawn between the different styles aims at differentiating and not mixing between them.

Conclusion

To sum up, this chapter has been devoted to review the main concepts related to the present research topic, that is Referencing. It provides definitions, origins, principles of referencing, and other concepts related to this term according to different scholars and universities. A presentation of the theoretical frameworks including the Harvard, APA, MLA, and Chicago author-date referencing systems has also been provided, presenting the main similarities and differences between them.

II. Research Design

Introduction

This chapter is devoted to the description and explanation of the methodology adopted to analyse the reference lists of students' MDs. It comprises two main sections, namely the corpus of the study and data analysis. The first section provides a detailed description of the selected corpus. The second one explains the methods used to analyse the corpus and provides a description of the mixed method, which is adopted to report the results of the present study.

II. 1. The corpus of the study

The corpus consists of forty bibliography sections of MDs, which amount to a total of 1662 references. These dissertations are written by students at MMUTO, English Department. They were collected from different specialties in the field of linguistics, namely Language and Communication, Applied Linguistics and Social Semiotics, and the field of Literature and Civilization, more precisely, Comparative literature, Media & Culture in English Speaking Countries, Cultural & Media Studies, and Drama / Theatre. This research study is confined to the University of Tizi-Ouzou because of time constraints, but also to meet the objective of our study, which is to highlight the referencing systems used at the department of English at MMUTO. Subsidiarily, we prefer analysing MDs that are available in the library of the English department.

The forty dissertations from all specialties have been selected randomly with a total ignorance of the marks. These dissertations were submitted in the period between 2014 and 2016, except for one dissertation which was submitted in 2007. This selection is done with an objective, which is to unveil the different ways students use references in their MDs, and determine the extent to which they conform to a particular referencing system.

The description of the corpus is provided in table 5. It specifies the different fields of English and specialties in every field of study, the number of analysed bibliographies and the number of references found in each specialty.

Field	Specialty	Number of bibliographies/Dissertations	Number of references
Linguistics- ESP	Language and Communication	12	516
	Applied Linguistics and Social Semiotics	8	424
Literature-Civilization	Comparative Literature	6	197
	Media and Culture in English Speaking Countries	3	106
	Cultural and Media Studies	7	308
	Drama/ Theatre	4	111
		Total number of bibliographies: 40	Total number of references: 1662

Table 5: Description of the corpus.

From the table above, it can be noticed that different amounts of dissertations have been taken from different specialties of English, which is due to the random selection of dissertations. For instance, twelve bibliographies compose 516 references in Language and Communication specialty, six bibliographies make up 197 references in comparative literature, and three bibliographies from Media and Culture in English-speaking countries speciality contain 106 references. All of the forty bibliographies make a total of 1662 references.

II. 2. Methods of Data analysis

The present inquiry is descriptive in nature, and this section aims at explaining the procedures followed in analysing the bibliographies found at the end of MDs. Both quantitative and qualitative methods are used to analyse the corpus. The former involves

numerical data whereas the latter consists in the interpretation of the obtained text data. The mixed method analysis is suitable for this investigation as it allows to gather pertinent data about the subject of referencing, more precisely about the different ways of using references and referencing styles. The mixed method is also used to guarantee the validity of the collected data, thus each method of data analysis will act as a verification to the other and will guarantee validity and precision of the results. The different findings of this study are illustrated using Microsoft Word and Excel.

II. 2.1. Quantitative analysis

A quantitative investigation focuses on the evaluation of a pre-determined changing hypothesis, quantifiable, and tested by counting frequencies (Abawi, 2008). In other words, quantitative research is a method used to experiment a hypothesis. The latter changes depending on the case study chosen, it is also measurable and can be counted using numbers and statistics.

The goal of quantitative methods is to evaluate the reliability of a pre-determined hypothesis (ibid). This means that a quantitative method is used to test the exactitude of the assumptions raised in a particular research. To this point, the University of Southern California (2017) suggests eight characteristics of quantitative method:

- The data is usually gathered using structured research instruments.

- The results are based on larger sample sizes that are representative of the population.

- The research study can usually be replicated or repeated, given its high reliability.

- Researcher has a clearly defined research question to which objective answers are sought.

- All aspects of the study are carefully designed before data is collected.

- Data are in the form of numbers and statistics, often arranged in tables, charts, figures, or other non-textual forms.

- Project can be used to generalize concepts more widely, predict future results, or investigate casual relationships.

- Researcher uses tools, such as questionnaires or computer software, to collect numerical data.

Therefore, quantitative research is considered as one of the effective methods as it is objective and measurable. In addition, the results obtained from this type of research can be generalized and predicted.

Quantitative Analysis Procedure

For the purpose of analysing the corpus which consists of forty bibliography sections of MDs, and which make a total of 1662 references, Microsoft Excel was used. Microsoft Excel is defined by Techopedia (2017) as "*a software program produced by Microsoft that allows users to organize, format and calculate data with formulas using a spreadsheet system.*" This program is a compatible component of the Microsoft Office suite which incorporates other applications (ibid). Microsoft Excel was used as a tool to arrange the references in MDs from old to updated ones, and count the number of references that were published in different periods of time. In addition, this program was used to count percentages of source types and the referencing systems used by Master 2 students.

II. 2.2. Qualitative Analysis

Abawi (2008) defines qualitative analysis as a method of constructing a thorough and general concept of an issue tested in real life. That is to say, qualitative analysis is a type of research which involves an in depth reasoning of a particular issue in a real environment. In

our research, the analysis will consist in the interpretation and comparison of the obtained data.

Qualitative Analysis Procedure

Qualitative analysis consists in checking whether the theoretical frameworks explained in the review of the literature are faithfully applied by the students in the conduction of their dissertations. These consist in the specific reference formats of four referencing systems, which are Harvard, APA, MLA, and Chicago author-date referencing systems. This work is based on an analysis and description of forty bibliographies, each were investigated and analysed in terms of the style and the way references are used. Therefore, the different referencing systems adopted by the students in their MDs are identified thanks to the basic format for referencing sources, such as books, journal articles, book chapters, web sites, etc in all of the four previously mentioned referencing systems.

Conclusion

To sum up, this chapter highlights the methodology adopted to analyse the forty bibliography sections in students' MDs. It has described the corpus of the present study. It has also presented the procedures of data analysis which is the mixed method i.e. the quantitative and qualitative methods. These latter are used to analyse the selected corpus and identify the different referencing systems used by Master 2 students in their MDs at MMUTO.

III. Presentation of the Findings

Introduction

This chapter is devoted to the presentation of the results obtained from the present study. It presents the findings of the analysis of forty bibliographies collected from students' MDs. The different referencing systems used by students are identified thanks to the theoretical models. The present chapter reports and describes the quantitative and qualitative results of the analysis, which are presented in histograms and pie charts. This part is divided into four sections, namely number of references in bibliographies, old and updated references, referencing systems, and types of source materials.

III.1. Number of References in Bibliographies

The results of analysis of the number of references in bibliography sections of students' MDs are displayed in the following histograms.
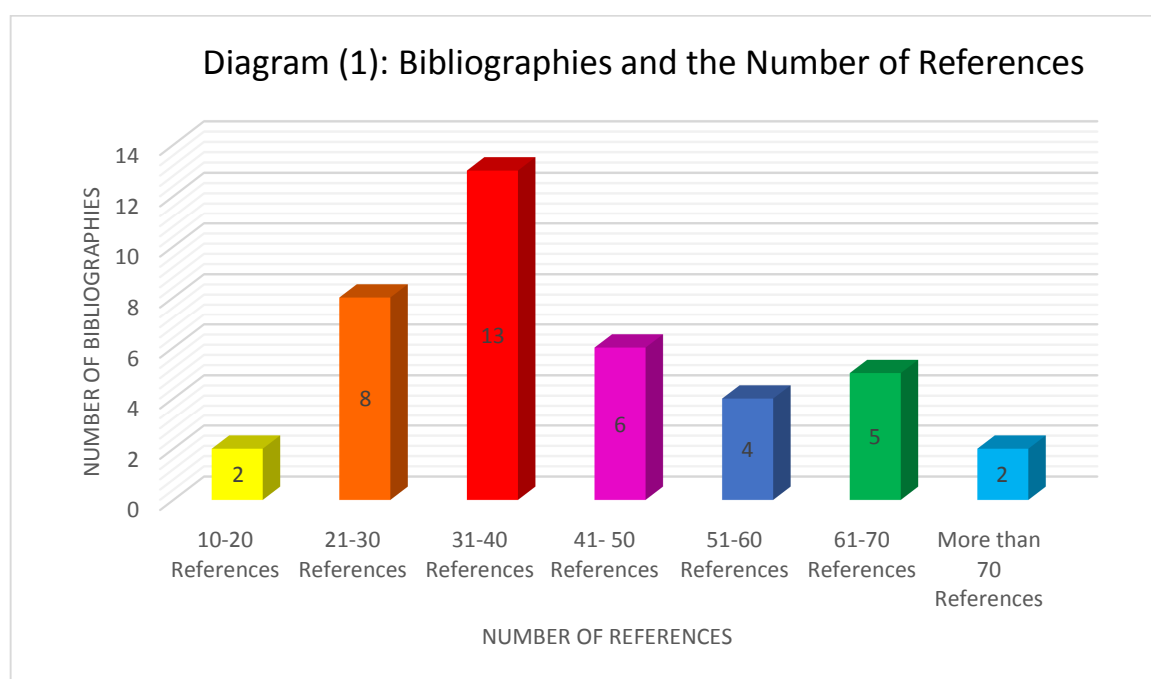
Figure 1 Bibliographies and the Number of References

The results of the number of references in bibliographies of MDs reveal that only two bibliography lists incorporate more than seventy references, five bibliographies contain from 61 to 70 references, and four bibliographies have about 51 to 60 references. There are six bibliography sections that include 41 to 50 references, thirteen bibliographies contain from 31 to 40 references, eight bibliographies incorporate from 21 to 30 references, and two bibliography sections have only between ten and twenty references.

III.2. Old and Updated References

The results concerning the date of publication of references in bibliographies of students' MDs are presented in percentages in the following histograms.
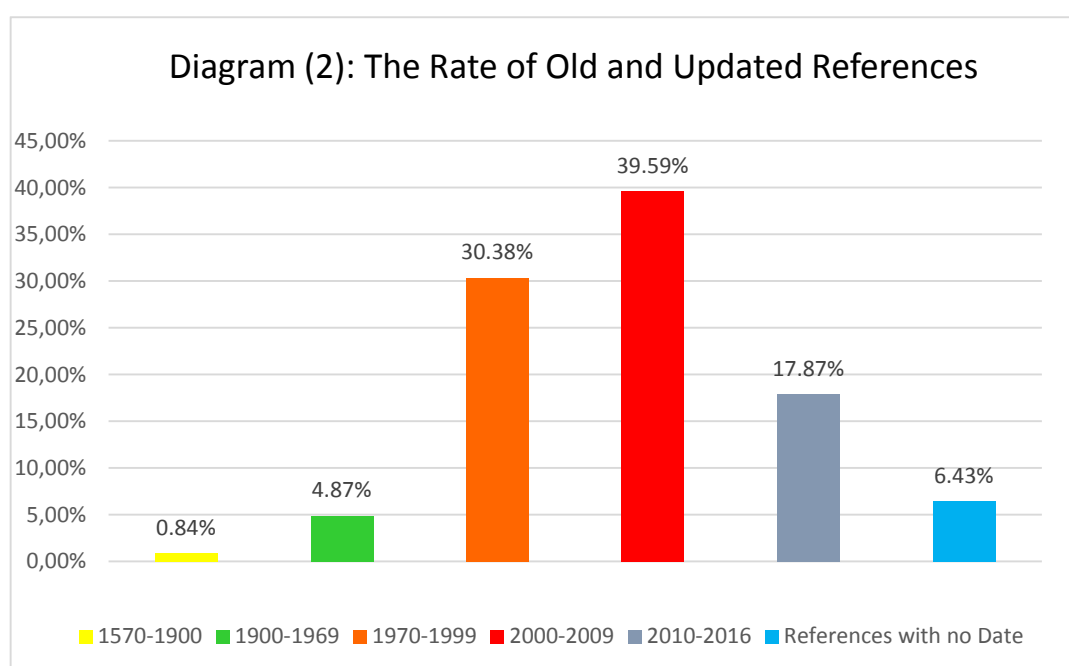
Figure 2 Percentages of Old and Updated References

A simple glance at the year of publication of references used by students in their MDs indicates that the majority of reference materials 658 (39.59%) were published in the period 2000-2009, followed by 505 (30.38%) of sources that were published in the period 1970-1999, then 297 source materials (17.87%) were published in the period 2010-2016. There are 107 (6.43%) references with no date, 81 (4.87%) of the reference materials published in the

period from 1900-1969, and only fourteen (0.84%) of the total sources that were published in the era 1570-1900.

III.3. Referencing Systems

The results of the analysis of referencing systems used by students of English in their MDs at the level of UMMTO are presented in percentages and displayed in histograms.

DIAGRAM (3): THE RATE OF PRESENT REFERENCING SYSTEMS
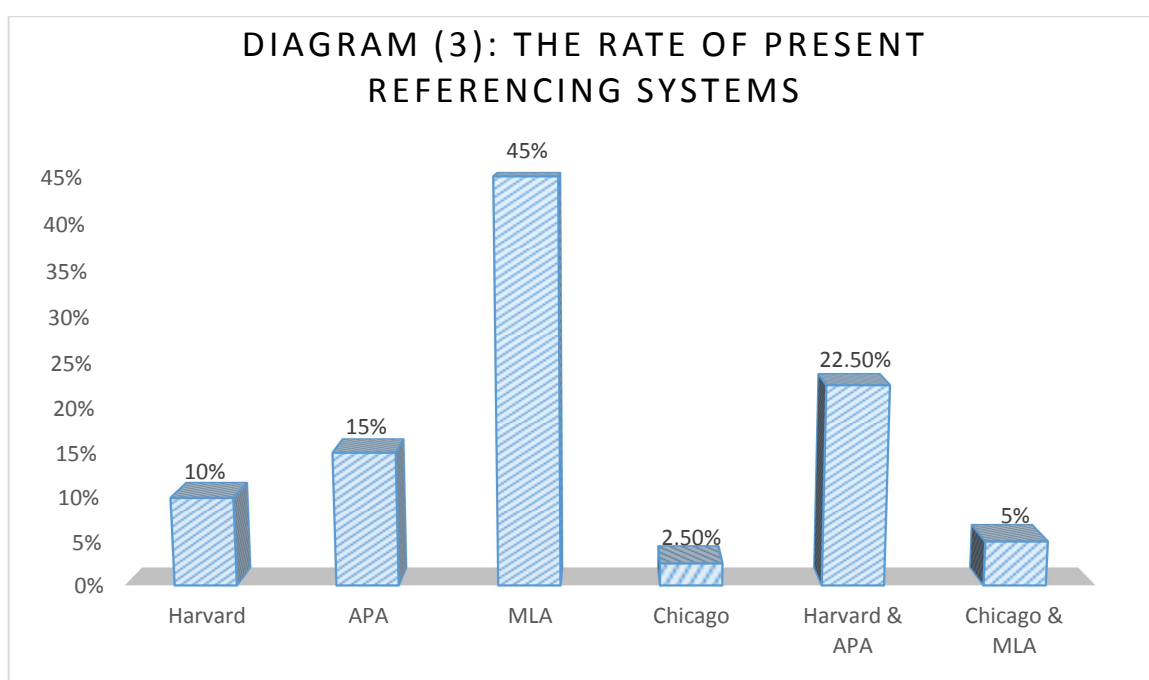
Figure 3 Percentages of Present Referencing Systems

The analysis of the bibliography sections of MDs shows that the students use different referencing systems. The majority, eighteen of the analysed bibliographies (45%) used the MLA referencing style; six bibliographies (15%) used the APA referencing style, four bibliographies (10%) followed the Harvard system of referencing, and only one bibliography used Chicago system. Furthermore, in some bibliographies, students used a mixture of referencing styles. Nine bibliographies, the equivalent of 22.5%, used a mixture between Harvard and APA systems of referencing, and two bibliographies (5%) mixed between the Chicago and MLA referencing systems.

III.4. Types of Source Materials

This section reports the outcomes of the different types of source materials used by students of English in their MDs. They are presented in the following graphs and pie chart.
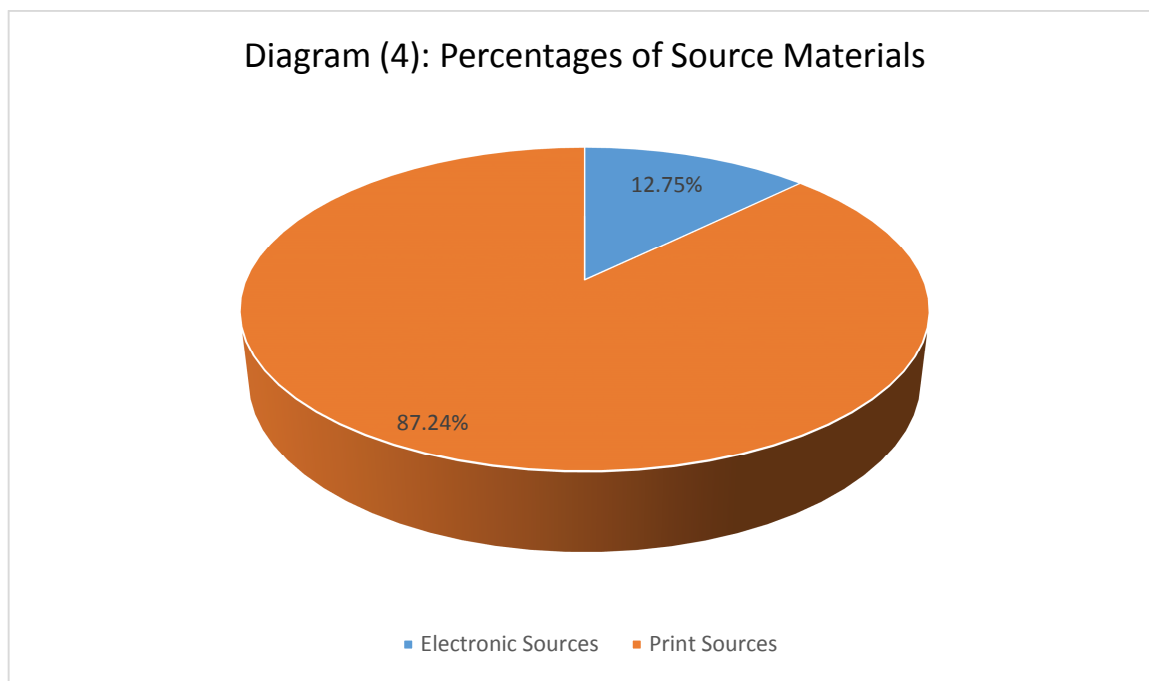
Figure 4 Percentages of Source Materials

The results of source types used by students in their MDs show that the majority of source materials 1450 (87.24%) consist in print sources, and only 212 (12.75%) are electronic sources.

III.4.1. The Rate of Print Sources
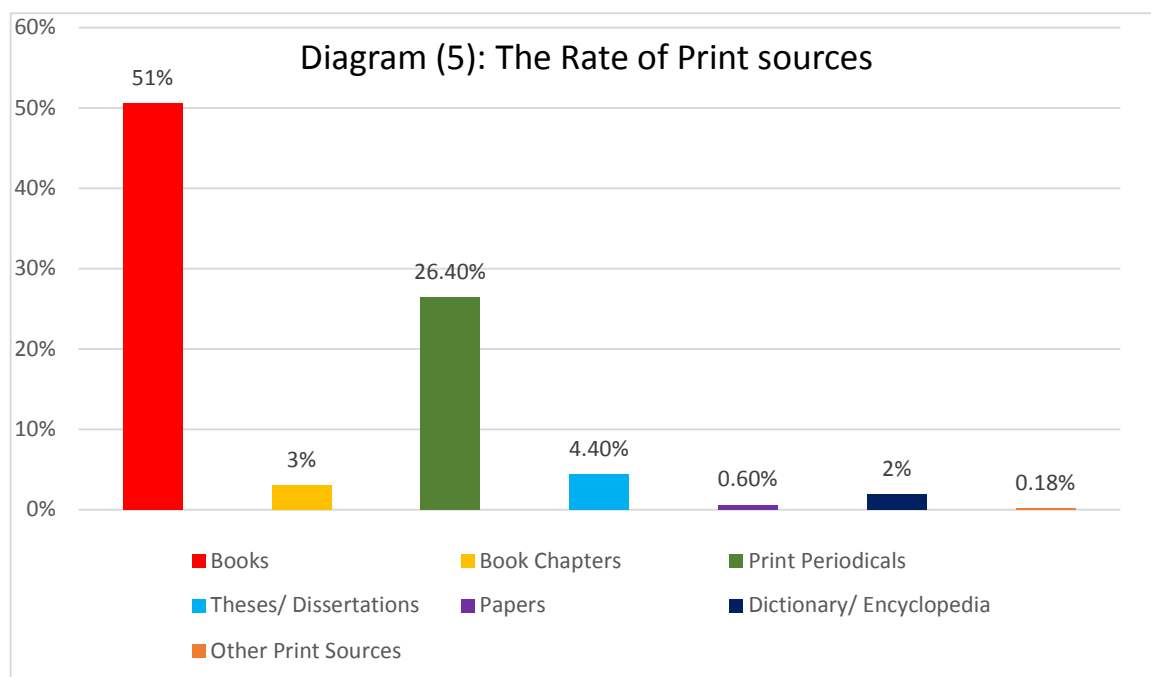
Figure 5 Percentages of Print Sources

The analysis of the different types of source materials used by students in their MDs reveal that the majority of sources 841 (51%) are printed books. The second most used reference source is print periodicals with a total of 439 (26.40%). The third one is theses/ Dissertations with 73 sources (4.40%), followed by book chapters which make a total of 52 (3%) of source materials, 32 dictionary/ encyclopedia (2%), 10 papers (0.6%), and 0.18 % consist of other print sources.

III.4.2. The Frequency of Electronic Sources
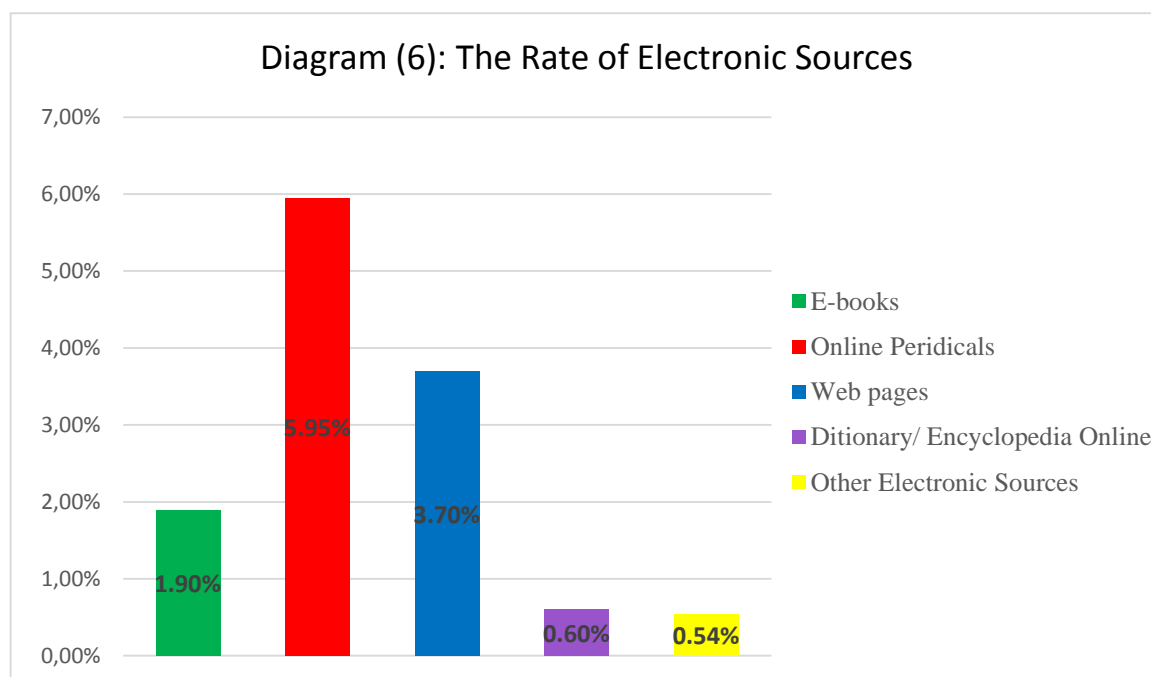
Figure 6 Percentages of Electronic Sources

When it comes to the frequency of use of electronic source materials, the majority of sources are online periodicals with a total of 99 (5.95%) of the sources. The second most frequent reference materials are web pages with 62 (3.70%) reference materials, then electronic books which consist of 32 sources (1.90%), 10 (0.6%) dictionary/ encyclopedia online, and 0.54% consist of other electronic sources.

Conclusion

To conclude, this chapter has reported and described the results of the analysis of forty bibliographies collected from students' MDs. It is divided into four sections, in which the different findings were presented in the form of numbers and percentages and displayed in different graphs thanks to Microsoft Word and Excel i.e. Quantitative results, and these latter were described in the form of texts i.e. qualitative data.

IV. Discussion of the Findings

Introduction

Forty bibliography sections of students' MDs have been analysed, and the results were reported using the mixed method and illustrated using Microsoft Word and Excel. The different referencing systems have been identified following the theoretical frameworks, more precisely the bibliographic reference formats of the Harvard, APA, MLA, and Chicago author-date systems of referencing. This chapter is devoted to the interpretation and discussion of the different results of this study in relation to the theoretical frameworks, previous literature and research on the present topic, and the hypotheses that have been advanced in the General Introduction. It is composed of three main sections namely: bibliography format, most and least used referencing systems, and mixed-up referencing.

IV. 1. Bibliography format
IV. 1.1. Number of references in bibliographies

All the bibliographies that have been analysed contain different amounts of references. Figure 1 shows the number of references in bibliography sections of MDs. Most bibliographies (13) contain between thirty-one and forty references. Eight bibliographies include from twenty-one to thirty references, and six bibliography sections contain from forty one to fifty references. Five bibliographies have between sixty-one and seventy references, and only four bibliographies have between fifty-one and sixty references. Two bibliographies include only ten to twenty references, and only two bibliographies have more than seventy references.

The number of references that should be included in a bibliography of an assignment or research paper depends on the length of the work, which means that there is no absolute

and fixed number of references to include in a bibliography; however, the most important thing to take into consideration is 'quality over quantity' (Whitehead, 2013). Students of English at UMMTO use different numbers of references in the bibliography of their MDs. Some students use more references than others; however, this does not mean that the students who use more references will yield a better research work or obtain a better mark as the 'quality' of the source of information they use is more important than the 'quantity' of these sources. Indeed, Whitehead (ibid) contends that students often believe that including more references in their piece of work will get them a better mark, and this is rarely the actual case. "It's far more about how the literature is 'integrated' i.e. analytical and/or synthetical process - and that it is the most appropriate resulting from a good critical literature search." He further explains what he means by a 'good critical literature search' as"…i.e. the most 'seminal' pieces of work, the most current, preferably primary studies, and the ones most closely related to the topic area and findings." (Whitehead, 2013). Accordingly, the quantity of references in a Master dissertation or any academic work is not as important as the quality of the sources of information, which should be in direct relation with the research topic and results, essentially primary sources, and most updated ones.

Eventhough students use different numbers of references in their bibliographies, some having used more references than others, this usually does not affect their work, provided that they make a good search for literature and use the most relevant sources to their topic, the most recent works, and preferably primary sources.

IV.1.2. Old and Updated References

A glance at the year of publication of the references in bibliographies of MDs permits to highlight some results (Figure 2). Only 0.84% of the source materials were published in the era from 1570 to 1900, and 4.87% of the total reference materials were published in the

period from 1900 to 1969, while 30.38% of the source materials were published in the period ranging from 1970 to 1999. The majority of reference materials (39.59%) are recent since they were published between 2000 and 2009, while the most recent reference materials (17.87%) were published between 2010 and 2016. In addition, there are 6.43% of the references where no date of publication was mentioned. Thus the majority of source materials used by students in their MDs are not very recent publications, a good number of sources used are up-to-date, and very few sources are old publications.

In relation to current and out of date sources used in a research paper or any academic work, Cornell University (2015) points out that "Topic areas of continuing and rapid development, such as the sciences, demand more current information. Topics in the humanities often require material that was written many years ago." That is to say, the use of old or updated sources depend on the topic and field of research. This explains the reason why some reference materials are old; it is because of the nature of the topic which requires the use of old sources; however, many references used by the students are recently published, which explains that the topics of MDs require the use of recent publications. Cornell Authorities (2015) consider the use of current sources as a very important point that researchers need to take into consideration, "It is vital for researchers and academics to keep up-to-date with the most recently published information and development." (ibid).

17.87% of reference materials used by students in their MDs are up-to-date sources, i.e. in the period from 2010 to 2016, as their dissertations have been submitted in the period from 2014 to 2016, except for one dissertation that was submitted in 2007. Gardner et al. (1999) consider that, at all times, it is better to use the most recent information about a topic in order to avoid providing old information "that may have been proved wrong by new research". Gardner et al. state that "In a world where information changes quickly, it is best to use the most recent information possible." (ibid). Students of English used a good number of

up-to-date sources; however, the majority of sources (39.59%) are not very recent publications (2000-2009), and 30.38% of sources (1970-1999). This can be explained by the fact that the majority of works in different fields are not recently published, and also most up-to-date source materials are not available for open access in Algeria as it is the case in some parts of the world, like Thomson (2013) puts it "With a tiny handful of exceptions, most fields of study are more than ten years old. And even if they have just been invented, they usually draw on other fields which are well established."In addition, most recent source materials are not available for open access in some countries of the world (ibid).

IV. 1.3. Print and electronic sources

The results of the analysis of references in the bibliographies of MDs has revealed the use of both print and electronic sources. It has been found that print source materials are more present than electronic source materials. The majority of source materials 1450 (87.24%) consist of print sources, and only 212 (12.75%) are electronic sources. The results also show that the majority of print sources 841 (51%) are books. The second most used reference sources is print periodicals with a total of 439 (26.40%). The third one is theses/ Dissertations with 73 sources (4.40%), then book chapters which make a total of 52 (3%) of source materials, 32 dictionary/ encyclopedia (2%), 10 papers (0.6%), and 0.18 % consist of other print sources. For electronic source materials, the majority of sources are online periodicals with a total of 99 (5.95%) of the sources. The second most frequent reference materials are web pages with 62 (3.70%) reference materials, then electronic books which consist of 32 sources (1.90%), 10 (0.6%) dictionary/ encyclopedia online, and 0.54% consist of other electronic sources.

Although teachers generally recommend their students to read books, there is no specific rule which recommends to use one specific source more than another; therefore,

choosing the type of source materials print or electronic depends on the quality of the source of information being used, that is to say, reliability and originality of sources are the criteria on which the choice of the type of materials should be based. In this respect, Dutch (2009) states that the criteria that should be taken into consideration when referencing is the originality of sources. That is to say, the sources used should be evaluated if they contain referenced items and not plagiarised or suspicious ones. In addition, the official documentation from the University of Maryland (2011) affirms that, nowadays there is an information overload, thus references used should be checked for their reliability. Using print or electronic sources is considered as an evidence and argument to the work, therefore they should be checked for their reliability and credibility. In other words, the quality of the sources of information used should be evaluated for their accuracy and effectiveness.

The students of English at MMUTO use more print than electronic source materials, more specifically they use more books and journal articles than other print source materials, and they employ more online periodicals and web pages than other electronic source materials. We deduce therefore that deciding about which type to use being it print or electronic does not play a fundamental role in the effectiveness of the work, what is of central importance is the reliability and originality of the sources used.

Other documentation from the University of Maryland (2011) further affirms that electronic sources lack reliability, mainly those sources found on the World Wide Web and internet. The fact that electronic sources are rapidly available and easy to access, in addition to the fact that they are dynamic and often updated makes the web inconsistent, and because web sources are not regular this makes it suspicious to use by everyone. Online sources lack credibility; therefore, any information used online should be evaluated and checked frequently like graphics, text...etc. Accordingly, we deduce that choosing the type of source materials, print or electronic depends on the quality of the sources of information used, which means

that the reliability and originality of the sources are the criteria that should be taken into consideration before using any information from outside sources.

Whether the students use more print or more electronic sources, this does not affect the effectiveness of their work, but what is of central importance is whether the references used are not suspicious or plagiarised, especially online sources which are generally suspicious, because they are easy to access. Using reliable and original sources ensures scientific credibility and gives evidence and support to the arguments used in an assignment, therefore the choice of sources should be based on these criteria.

The results of the analysis of source types in bibliographies of MDs show that the majority of sources used by students of English are print sources with 87.24% of the total source materials. These results were not expected because the majority of sources used in their MDs are unavailable in the English department library. This can be explained by the misuse of referencing systems by the students, that is to say, not providing the address when referencing online sources.

To sum up, regarding the interpretation of the bibliography format results, it can be said that the first and fourth hypotheses which have been advanced in the general Introduction are confirmed. That is to say, the students get information from different types of source materials and they use more print sources, including books and journal articles, than electronic sources, but they do not respect the standards of referencing, and they are inconsistent in applying the chosen referencing systems. Unlike the results of previous research, in which it was found that students prefer online sources, and that there is a poor usage of print reference materials, the findings of the present study reveal that the students of English use more print sources, which account for 87.24% of the total source materials present in the bibliographies of their MDs. This was not expected because of the

unavailability of this large number of print source materials at the level of the English department library. This can be explained by the improper use of referencing systems by the students when referencing electronic sources, by not including the URL which shows that it is an online source. That is why the majority of sources appear to be print sources.

IV. 2. Most and Least used Referencing Systems

IV. 2.1. MLA Referencing System

The MLA defines itself as "a system for documenting sources in scholarly writing. For over half a century, it has been widely adopted for classroom instruction and used worldwide by scholars, journal publishers, and academic and commercial presses." (Modern Language Association of America, 2017). In our corpus, the majority, eighteen of the analysed bibliographies in the field of literature-civilization (45%) use the MLA referencing system. Here are some extracts of how students use references in the bibliography of their MDs.

- **Books**

  - Achebe Chinua, things fall apart . Everyman's library.1995.

  - Bradshaw, David . "introduction". In a concise companion to modernism. Edited by Bradshaw, David. Oxford: Blackwell publishing, 2003.

- **Book chapters**

  - Appiah, Anthony.' Wole Soyinka and the myth of an African world ' In *death and the king's horseman,* edited   by   Simon Gikandi NewYork: Norton   and company , 2003.

- **Print periodicals**

  - Moor . Jane, study guide: buried child by samshepard. The national arts centre, English theatre .programmers for student audiences. november 2008.

  - Todd, a   very   and Brantlinger, Patrick. "reading:" mind's hunger' common and uncommon ". In a concise companion to modernism. Edited by Bradshaw, David .oxford: Blackwell publishing, 2003.

- **E-books**

  - Perry, Anderson. The antinomies of Antonio Gramsci. www. google books. com. pdf.

  - Rich, Jenifer. An introduction to modern feminist theory : the radical belief that women are   human beings' at support@humanities-ebooks.co.uk,2007.

- **Online periodicals**

  - Harlow Barbara, resistance literature revisited : from Basra to Guantanamo journal of comparative   poetics ,   no.32,2012 (online)   available   at   :   url ://www.jstor.org/stable/468206 Accessed:january07th2015 7:21.

  - Layoun Mary .Middle eastreport, no .159, popular culture 1989 (online) available at url:http://www.jstor.org/stable/3012527.Accessed on july 29th2015 13:20 UTC.

- **Web pages**

  - Http://www.gooddreads.com/author/quotes/570218.Dalai_lama_xiv[cit.2013-6-4].

  - Http://www.nobelprize.org/nobel_prizes/literature/laureates/1976/bellowlecture.html[cit.2013-6-4].

Relying on the basic format for citing some sources in the bibliography using the MLA style (See table 3 in the Review of the Literature), it can be said that students have more or less respected the recommendations of MLA style. The students have made some errors in the way they use references in the bibliography of their MDs, and have not totally respected the requirements of the MLA system. For instance, for the basic information included in the references, there are sometimes missing details like volume and issue numbers, and page numbers for print periodicals; in addition, the references for web pages include only the web address and other information is omitted. The students have not always respected the capitalization of titles of works. For the order of information, it is generally respected by the students. Accordingly, the students have only partially respected the recommendations of the MLA system.

IV.2.2. APA Referencing System

According to Western Sydney University (2017), "the American Psychological Association (APA) style is a widely used author-date system of referencing or bibliographic citation."The majority (6) analysed bibliographies of MDs in the field of linguistics use the APA referencing system. Here are some extracts of how students use references in the bibliography of their MDs:

- **Books**

  - Ur, P. (1996). *A Course in Language Teaching*: Practice and theory. Cambridge University Press.

  - Dewey, J. (1938). *Experience and education.* New York: Collier MacMillan Publishers.

- **Book Chapters**

  - Hymes, D. (1962). *The Ethnography in Speaking*. In: T. Gladwin (ed.), Anthropology and Man Behaviour. Washington.

  - Grice, H.P. (1975) 'Logic and conversation'. In P.Cole and J. Morgan (eds) *Studies in Syntax and Semantics 3: Speech Acts*, New York: Academic Press, pp. 183-98.

- **Print Periodicals**

  - Anderson, J. N. (2004). Metacognitive reading strategy awareness of ESL and EFL learners. *Brigham Young University: the CATESOL Journal*, 16, 1-27.

  - Horwitz, E. K, Horwitz, M. B and Cope, J. (1986). 'Foreign Language Classroom Anxiety'. *The Modern Language Journal, 70(1), 125-132.*

- **E-books**

  - Huba, M. E. and Freed, J. E. (2000). Learner-centred Assessment on College Campuses: Shifting the Focus from Teaching to Learning, 8th edition. University of Michigan. Accessed on April 15, 2016 from https://books.google.dz/books.

- Nagahashi, T.L. (2006). *Techniques For Reducing Foreign Language Anxiety: Results of a Successful Intervention Study*. Akita University, Japan. Retrieved February 9, 2014, from:
  http://air.lib.akita-u.ac.jp/dispace/bitstream/10295/547/3/KK9-6.PDF

- **Online Periodicals**

  - Harman, k., & Koohang, A. 2005. Discussion board: A learning object. *Interdisciplinary Journal of Knowledge and Learning Objects*, 1, 67-77. Retrieved April, 2015 from http://ijello.org/Volume1/vlp067-077Harman.pdf .

  - Sert, O. (2005). *The functions of code switching in elt classrooms*. The Internet TESL Journal: http://iteslj.org/Articles/Sert-CodeSwitching.html.

- **Web Pages**

  - McNamara, C. (1999) General Guidelines for Conducting Interviews. From: http:// www.mapnp.org/library/evaluatn/intrview.htm. Accessed on <05-04-2015>

  - Cole, S. (1998). The use of L1 in Communicative English Classrooms.: http://www.jaltpublications.org/tlt/files/98/dec/cole.html.

The students of English have not totally respected the requirements of the basic format for citing sources in the bibliography according to APA style (see Table 2 in the Review of Literature). Regarding the basic information to use in the list of references, there are some missing details, such as the location and publisher in books, in addition to the use of (ed.) instead of (Ed.) and sometimes, missing page numbers for edited works. There is additional information for electronic books, and missing information for online periodicals, like volume and issue numbers and page numbers. The students have not fully respected the font style (Italics) for titles of works. As to punctuation, the students sometimes omit the full stop after the year of publication. However, the order of information in the references is generally respected by the students, except for book chapters, where page numbers have to be included in parentheses directly after the book title and not at the end of the reference entry.

Accordingly, the students who followed the APA system of referencing have not completely respected its recommendations because of the missing information and sometimes additional details, as well as some errors in punctuation.

IV. 2.3. Harvard Referencing System

The Harvard system is a referencing system that uses an author-date method, which means that the author and year of publication are given, often in brackets, when citing sources inside the text, and complete details of the references are given in a bibliography at the end of the work (Southport College, 2015). Four bibliographies of MDs in the field of linguistics follow the Harvard system of referencing. Here are some extracts of how students use the Harvard referencing system for citing sources in the bibliography of their MDs:

- **Books**

  - Brown, J.D. (1988) *Understanding Research in Second Language Learning.* Cambridge: Cambridge University Press.

  - Griffiths, C. (2004) <u>Language learning strategies: Theory and research</u>. Auckland, New Zealand: school of foundation studies

- **Book Chapters**

  - Louwerse, M. M. and Graesser, A.C. (2005) *Coherence in discourse*. In Strazny, P. (ed.), Encyclopedia of linguistics. (pp. 206-218) Chicago. Fitzroy Dearborn.

  - Tóth, Z. (2010) *Anxiety as a Psychological Construct*. In Z. Tóth (Ed), *Foreign Language Anxiety and the Advanced Language Learner: A study of Hungarian Students of English as a Foreign Language*, Cambridge: Cambridge Scholars Publishing, pp. 5-14.

- **Print Periodicals**

  - Samraj, B. (2008) A discourse analysis of master's theses across disciplines with a focus on introductions. <u>Journal of English for Academic Purposes</u>, 7, pp.55-65.

  - Horwitz, E. K., Horwitz, M. B., and Cope, J. (1986) *Foreign Language Classroom Anxiety. The Modern Language Journal*,70, pp. 125-132.

- **Online Periodicals**

    - Chamot, A. U. (2004)<u>Issues in language learning strategy research and teaching</u>. Electronic Journal of Foreign Language Teaching, Vol. 1, No. 1, 14-26

    - Chan, Daniel Yu-ching, and Guo-cheng Wu (2004) A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. Journal of National Teachers College <u>http://academic.ntue.edu.tw/ezfiles/7/1007/img/41/17-2-12.pdf</u>.

- **Web page**

    - AWELU: Academic Writing in English at Lund University (n.d.). [Online] Available from <u>http://awelu.srv.lu.se/.</u> [Accessed on March 2015].

Relying on the basic format for citing some sources in the bibliography using the Harvard system (See table 1 in the Review of the Literature), it can be said that students have made some errors in the way they used references in the bibliography of their MDs, and have not totally respected the requirements of the Harvard system. When it comes to the basic information included in the references, there are sometimes missing details like volume and issue numbers and page numbers for print or electronic periodicals, and also the URL and accessed date are sometimes missing. The students have not always respected the font style (Italics) or underline the titles of works, and they have made errors in capitalization. In addition, there are errors in punctuation like the full stop instead of colon between location and publisher. However, the order of information included in the references is generally respected. Therefore, students of English have more or less respected the Harvard referencing system when citing sources in the bibliography of their MDs.

IV. 2.4. The Chicago referencing system

According to Western Sydney University (2017), the Chicago citation style is used widely for academic writing in the humanities, social sciences and natural sciences. One of the styles of referencing in Chicago referencing system is the author-date style. The author date format is similar to the Harvard style and is detailed in the official Chicago Manual of

Style (ibid). According to Enago Academy platform (2016), one of the styles of referencing in Chicago referencing system is the author-date system. The Chicago author-date system is preferred by scholars in science and social sciences discipline. It requires in-text-citation in parentheses after the source reference (author, title, date) with specific recommendations on punctuation. Full details of the references are included in a bibliography at the end of the work.

Among the forty analysed bibliographies of MDs, only one bibliography of MD in the field of linguistics follows the Chicago author-date referencing system. Here are some extracts of how students use references in the bibliography of their MDs:

- **Books**

  - Bird,L. Developing self- regulated learning skills in young   students. Deakin University, 2009.

  - Cho, M.H. "the effects of design strategies for promoting students' self-regulated learning skills on   students 'regulation   and   achievement   in online   learning environments.

- **Print periodicals**

  - Bose,J and rengel, Z .2009. ''a model formative assessment strategy to promote student- centred self-regulated learning in higher education''.Australia.vol.6.no.12.

  - Effeney, G and Caroll,A, and Bahr, N .2013.''Australian   journal of   educational and developmental psychology''.   Australian   catholic University. Verginia.vol.13.pp.58-74.

  - Graham, S and Perin, D.2007.''A   meta-analysis of writing instruction for adolescent students ''Journal of education psychology''. Vanderbilt University. And Colombia University.vol.99.no.3.pp.445-476.

The students of English have not totally respected the recommendations of the basic format for citing sources in the bibliography according to Chicago author-date style (see Table 4 in the Review of the Literature). Regarding the basic information to use in the list of references, not all the information were mentioned. There are some missing details like the page numbers, volume and issue numbers for journal articles, in addition to the place of

publication and publisher for books. The students have not fully respected the font style (Italics) for titles of works, and they have made errors in punctuation. For the order of information in the references, it is generally respected by the students.

The results of previous research show that various styles of referencing were applied in the theses, which consist of the APA, FKIP Untan, Indonesian, and personal/ uncommon referencing styles, with the last one as the most frequently used referencing style, and which accounts for 37% of the total references. The outcomes of the present study reveal that students of English also use a variety of referencing systems in their MDs. They consist of the MLA, APA, Harvard and Chicago author-date systems; however, unlike the results of previous research, the present research shows that the most used referencing system is the MLA system in literature-civilization specialties, with 45% of the analysed bibliographies, and the APA system in the specialties of linguistics-ESP, which accounts for 15% of the analysed bibliographies.

To sum up, considering the discussion of the most and least used referencing systems, the second and fourth hypotheses suggested in the introduction section are confirmed. That is to say, the students use different referencing systems in their MDs, but not all the students respect the recommendations of the chosen referencing system and not all of them are consistent in applying it. Some students respect the requirements of the adopted referencing style to some extent; however, other students do not respect all the requirements of the chosen style of referencing, when making errors whether in the basic information included in the references by neglecting some details and not including them, not respecting the font style (Italics) or underlining the titles of works, in addition to errors in punctuation.

IV. 3. Mixed-up References

Many students have not respected the standards of referencing by mixing between the requirements of different referencing systems in their use of bibliographic references. Eleven out of forty bibliographies contain mixed-up references. In any academic work, it is necessary to use the same referencing style from the beginning till the end of the work, and also in the list of references as the University of Bristol recommends it "Whichever particular system you choose, BE CONSISTENT: you must maintain exactly the same style of citation throughout each piece of work. Similarly, the style used in the bibliography should mirror that employed in the references or notes." (2015). Relying on the aforementioned quotation, it can be said that many students have not respected the principles of referencing sources, that is to say, adopting only one referencing system in the bibliography of their MDs.

IV. 3.1. Mixture of Harvard and APA Systems

Nine bibliographies contain mixed-up references of Harvard and APA styles. Therefore, students have not respected the recommendation of using only one referencing system in any piece of academic work. Here are some examples of how students mixed references in the bibliography of their MDs:

- **Bibliography 1**

  Books

  - Gillham, B. (2007) *Developing a questionnaire*. 2nd ed. London: Continuum International Publishing Group.

  - Gipps.C.V. (1994). Beyond testing: Towards a theory of educational assessment. Washington D. C.: The Falmer Press.

  Print Periodicals

  - Sadler, D.R. (1998) Formative assessment: revisiting the territory, *Assessment in Education*, 5(1), 77-84.

-   Tarras, M. (2005), *Assessment –Summative and Formative- Some Theoretical Reflections*, British Journal of Educational Studies, ISSN 0007-1005, Vol 53, NO 4, pp 466-478

-   **Bibliography 2**

    Book Chapters

-   Djoudi, M. (2010). *E-Learning in Algeria: Experiences on E-Learning in Algerian Universities*. In: Ugur , D. *E-Learning Practices*. Turkey: Anadolu University. pp: 1-31.

-   Dornyei, Z. (1998). *Motivation in Second and Foreign Language Learning*. In: *Language Teaching*. London, Thames Valley University. pp: 117-135.

    Print Periodicals

-   Deci, E, L. et al. (1991). *Motivation and Education: The Self-Determination Perspective*. Educational Psychologist. Lawrence Erlbaum Associates. pp: 325-346.

-   Al-alak, B. and Alnawas, I. (2011). *Measuring the acceptance and adoption of e-learning by academic staff*. Knowledge Management and E-Learning: An International Journal, Vol 3. pp: 201-221.

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    Online Periodicals

-   Bhela, B. (1999). Native language Interference in Learning a Second Language. *International Education Journal*, Vol. 1, No 1, pp22-23. Retrieved from: URL

    -   Schachter, J. & Celce-Murcia, M. (1977). *Some Reservations Concerning Error Analysis. TESOL Quarterly*, 11(4), pp 81-91. Accessed on: 04/06/2015. Retrieved from: URL

The students have not respected the recommendations of one referencing system as they mixed between the Harvard and APA referencing styles, when citing sources in the bibliography of their MDs. Sometimes, one reference is formulated by mixing between the requirements of both Harvard and APA systems, and other times, one bibliography includes some references in Harvard style and others in APA style. For instance, in one bibliography, some references contain the full stop after the year of publication like APA recommends, and

other references do not include it like Harvard system recommends. In one reference, the requirements of both Harvard and APA styles could be noticed, for example, in one reference, the full stop is included after the year like APA requires, and then in the same reference, (pp.) is used in periodicals which is required by the Harvard referencing system, not the APA system. Therefore, the students have not rigorously respected the principles of referencing.

IV. 3.2. Mixture of Chicago and MLA referencing systems

Two bibliographies contain a mixture of Chicago and MLA referencing styles. Thus, the students have not respected the requirements of using only one referencing system in any written assignment. Here are some examples of how students mixed the references in the bibliography of their MDs:

- **Books**

  - Hall, S. and T. Jefferson (ED.). (1976).resistance through rituals: youth and subculture in post-war Britain. London: Hutchinson.

  - Judt, Tony. The burden of responsibility. Chicago: University of Chicago press, 1998.

- **Book chapters** :

  - Hall, S.1996a.'' who needs identity?'', in questions of cultural identity; edited by S Hall and P and Gay. London: sage.

  - Freedmen, R. Saul Below: the illusion of environment. In Saul Bellow and the Critics. New York: New York university press.1967.pp.51-68.

- **Print periodicals**

  - Hall, S.1996. The west and the rest: discourse and power. In S. Hall, D. Held. Hubert, and K. Thompson (EDs).Modernity: an introduction to modern societies. Malden, Ma. blackwell.

  - Thorson, Thomas London. ''Albert Camus and the rights of man ''Ethics 74, no.4 (1964):281-91.

The students have not respected the recommendations of one referencing system as they mixed between the Chicago and MLA referencing styles when citing sources in the bibliography of their MDs. In fact, a bibliography includes some references in MLA and

others in Chicago style. Indeed, in the same bibliography, there are some references where the year of publication is directly placed after the author's name like the Chicago system requires, whereas other references include the year of publication at the near end of the reference entry, which is required by the MLA system. Therefore, the students have mixed between the different referencing systems, and have not respected the principles of referencing.

Unlike the findings of previous research where no mixture between the referencing styles was noticed, the outcomes of the present study reveal that students use mixed-up references in the bibliography of their MDs.

In short, the second and fourth hypotheses are proved. In other words, the students use different referencing systems in the bibliography of their MDs, and some students do not conform to one particular referencing system, they are inconsistent as they mix between the different styles.

Conclusion

To conclude, this chapter has been devoted to the interpretation and discussion of the results obtained from the analysis of the forty bibliographies of MDs, where it was noticed that the students use different amounts of references in their MDs. They use more recent sources than old ones, and more print source materials than electronic sources. The results also reveal the use of different referencing systems; namely MLA, APA, Harvard and Chicago author-date systems. A mixture between two different styles of referencing in the same bibliography was also noticed. This chapter has been divided into three main sections namely; bibliography format, most and least used referencing systems, and mixed-up references. The different findings have been discussed in the light of the analytical frameworks outlined in the review of the literature, the previous research on the topic, as well as the advanced hypotheses.

General Conclusion

The present research has dealt with the issue of referencing which is of current importance, mainly as far as the practice of plagiarism is concerned, now that access to information has become so easy. It has addressed the analysis of the use of references in students' dissertations. Its main objective was to discover and highlight the different ways Master 2 students of English use references in their Dissertations, and determine the extent to which they conform to a particular referencing system. This study was conducted at the level of the English Department at Mouloud Mammeri University of Tizi-Ouzou, and in order to guide our investigation, some research questions have been asked:

1. What types of source materials do Master 2 students of English use in their MDs? and how do they use these sources to meet their information needs?

2. What are the referencing systems used by Master 2 students?

3. To which extent do students conform to the chosen referencing styles?

For answering these research questions, the following hypotheses were advanced trying to predict the results:

- The students get information from different types of source materials. They use some types of reference materials more than others.

- The students use different referencing systems to cite sources in their MDs.

- All students are consistent in applying the chosen referencing system.

- Not all students respect the requirements of the chosen referencing style and they are inconsistent in applying it.

The corpus consisted of forty bibliography sections of MDs, which made a total of 1662 references. These dissertations were selected from different specialties in the field of linguistics namely, Language and Communication, Applied Linguistics and Social Semiotics,

and the field of Literature and Civilization, more precisely, Comparative Literature, Media & Culture in English Speaking Countries, Cultural & Media Studies, and Drama / Theatre. This research study was restricted to the University of Tizi-Ouzou because of time limitations, but also to serve the aim of our study, which is to unveil the referencing systems used at the level of the English department at MMUTO, accordingly, we favoured analysing MDs that were available in the library of the English department.

The mixed method research was used to analyse our corpus; it consisted of quantitative and qualitative analysis. For the quantitative analysis, Excel software was used in order to calculate data, while the qualitative analysis consisted in applying the theoretical frameworks that are the bibliographic reference formats of four referencing systems in use in Academia, namely the Harvard, APA, MLA and Chicago author-date referencing systems. These were the basis for the identification of the different referencing systems used by the students of English in their MDs.

The results of the analysis of the number of references in bibliography sections of MDs revealed that the bibliographies contained different numbers of references. Some bibliographies containing more references than others, and other bibliography sections having very few references.

In addition, the findings showed that the majority of source materials used by students in their MDs were not of very recent publications, a good number of sources used were up-to-date, and very few sources consisted of old publications.

The results of analysis of source types revealed that print source materials were more present than electronic sources, more specifically, for print sources, books and print periodicals were more present than other print sources. For electronic sources, online periodicals and web pages were more used than other electronic sources. However, these

results were not expected because of the unavailability of these print sources in the English department library. This can be explained by the students' misuse of the referencing systems because of not providing the Web address when referencing online sources. That is why the majority of source materials seem to be print sources.

In this research, it was also discovered that the most used referencing systems in the specialities of linguistics were the APA and Harvard styles; whereas, in the speciality of literature and civilization, it has been found that the mostly used referencing style was the MLA referencing style, while the Chicago referencing system was the least used. This can be explained by the nature of the topic which requires the use of one particular referencing system over another.

The results further demonstrated that the students of English used a mixture of references in the bibliographies of their MDs. Some students mixed between the Harvard and APA systems, and others between MLA and Chicago referencing systems. This is due to the fact that students do not respect the standards of using only one referencing system when citing sources in any academic work.

The conclusion to be drawn from this study is that the students of English at MMUTO did not respect all the recommendations of the chosen referencing styles and were inconsistent in applying them. Therefore, the first, second and fourth advanced hypotheses are confirmed. That is to say, the students brought information from different types of source materials, and they used more books and journal articles than other types of sources, but they did not respect the standards of referencing outside sources, such as the recommendation of including web address when referencing online sources. The students used different systems to cite sources in the bibliography of their MDs. Some Master students respected the requirements of the chosen referencing system to some extent, and they were consistent in their use of references.

However, other students did not respect all the requirements of the chosen referencing system and were inconsistent in organizing the references, to the point that some students did not conform to one specific referencing system by using mixed-up references.

The present study was restricted to a corpus of forty MDs, therefore future research studies should attempt to investigate the use of references in the theses written by post-graduate students of the English department, which could be really enriching to this study. Moreover, a study of the functions of references in the different sections of MDs would be a very interesting research area.

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