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UNDERSTANDING CITATION TYPES, REPORTING VERBS, AND STANCE MARKERS IN ACADEMIC WRITING

Annotation

This paper analyzes main linguistic features which can help how to write an effective academic work by focusing on integral and non-integral citations, reporting verbs, and the use of hedges and boosters. The study uses a qualitative, descriptive-analytical approach based on textual analysis of English for Academic Purposes (EAP) frameworks. Selected peer-reviewed English-Medium Instruction research articles are examined to identify how citation practices and stance markers function rhetorically in academic discourse. The analysis demonstrates how citation type influences reader focus, how reporting verbs convey authorial stance, and how hedges and boosters maintain certainty and caution. Practical pedagogical implications are provided for novice researchers and academic writing instructors.

Key words: Integral citation, non-integral citation, reporting verbs, hedges, boosters, stance, academic writing, English-Medium Instruction (EMI).

АКАДЕМИК YOZUVDA IQTIBOS TURLARI, REPORTING FE'LLAR VA POZITSIYA KO'RSATKICHLARINI TUSHUNISH

Annotatsiya

Ushbu maqola akademik yozuv samaradorligini ta'minlovchi muhim lingvistik vositalarni, xususan, integral va integral bo'lmagan iqtiboslar, reporting fe'llar hamda hedges va boosters qo'llanilishini tahlil qiladi. Tadqiqot Akademik maqsadlar uchun ingliz tili (EAP) nazariy asoslariga tayangan holda sifatli, tavsifiy-tahliliy metod orqali olib borildi. Ingliz tilidagi ta'lim bo'yicha nashr etilgan ilmiy maqolalar matni tahlil qilinib, iqtibos turlari va pozitsiya bildiruvchi birliklarning ritorik vazifalari aniqlandi. Tadqiqot akademik yozuvni o'rgatishda amaliy tavsiyalarni taklif etadi.

Kalit so'zlar: Integral iqtibos, integral bo'lmagan iqtibos, reporting fe'llar, hedges, boosters, pozitsiya (stance), akademik yozuv, ingliz tilida ta'lim (EMI).

ПОНИМАНИЕ ТИПОВ ЦИТИРОВАНИЯ, ГЛАГОЛОВ СООБЩЕНИЯ И МАРКЕРОВ ПОЗИЦИИ В АКАДЕМИЧЕСКОМ ПИСЬМЕ

Аннотация

В данной статье рассматриваются ключевые лингвистические средства академического письма, включая интегральные и неинтегральные цитаты, глаголы сообщения, а также хеджи и бустеры. Исследование основано на теоретических подходах Английский язык для академических целей (EAP) и выполнено в рамках качественного описательно-аналитического метода. Материалом анализа послужили рецензируемые статьи по образованию на английском языке, в которых выявляются функции цитирования и выражения авторской позиции. Результаты показывают, что тип цитирования направляет внимание читателя, глаголы сообщения отражают оценку источников, а хеджи и бустеры регулируют степень уверенности утверждений. Предлагаются методические рекомендации для начинающих исследователей и преподавателей академического письма.

Ключевые слова: Интегральное цитирование, неинтегральное цитирование, глаголы сообщения, хеджи, бустеры, позиция автора (stance), академическое письмо, образование на английском языке (EMI)

Introduction. In academic writing, the effective use of citation and reporting techniques shows a writer's ability to engage critically with sources and convey ideas with appropriate precision. Knowing how to integrate citations, select suitable reporting verbs, and balance hedges and boosters is essential for writing reliable and persuasive research papers. Integral and non-integral citations help writers distinguish between when to emphasize the author or the information itself. Similarly, reporting verbs show the writer's stance toward the cited work which indicates whether they agree, question, or simply present prior research. Moreover, the use of hedges and boosters indicates a writer's level of certainty and confidence in their claims. Together, these elements lead to the clarity, credibility, and academic integrity of academic writing.

In academic papers, it is essential to use citations to support your arguments. Integral and non-integral citations are regarded as common types of in-text citations. Understanding

how to use them correctly can improve the quality of your writing.

Literature Review. The strategic use of linguistic features like citation, reporting verbs, and stance is fundamental to scholarly writing. This field is grounded in English for Academic Purposes (EAP), recognized as a distinct discipline focused on the language skills needed for academic success (Jordan, 1989). Foundational genre analysis established that academic writing follows specific, learnable conventions (Swales, 1990), a principle extended by detailed frameworks for integral and non-integral citations (Charles & Pecorari, 2015) and the analysis of stance and engagement through hedges, boosters, and attitude markers (Hyland, 2008). [6], [9], [2], [5].

One of the main difficulties for learners is mastering the specialized lexicon of academia, as academic vocabulary knowledge is a key indicator of success (Warnby, 2023). Examining challenges in Korean engineering education (Kim et al., 2018) or professional development in medical fields

(Huang et al., 2024), provide authentic texts. These articles are not only about EMI challenges but also examples of the very citation and stance practices under discussion. Thus, analyzing them allows for a practical demonstration of how theoretical EAP frameworks are used in contemporary applied linguistics research. [10], [7], [4].

Research Methodology. This study uses a qualitative, descriptive-analytical design. The main methodology is textual analysis, which includes the close reading and systematic examination of academic texts to identify and interpret specific linguistic features. The analysis goes for the theoretical frameworks established by Hyland (2008) on stance and Charles and Pecorari (2015) on citation practices. [5], [2].

The data for this analysis consists of parts from published, peer-reviewed EMI research articles (Kim et al., 2018; Huang et al., 2024; Manan & Hajar, 2024). The analytical procedure involved three key steps. The first one is the selected texts which were scrutinized to locate instances of (a) integral and non-integral citations, (b) various reporting

Integral citation. In addition, in higher education, EMI has emerged as a key component of the internationalization process, particularly in Asian countries. Kim, Kim, & Kweon, (2018) stated that Science and Engineering universities have recently led efforts to boost the global competitiveness of Korean higher education by offering courses in English. The importance of EMI remained the same over the years. Similarly, Huang, Lin, & Tsou, (2024) indicated that researchers recognize the importance of the professional development of instructors teaching in English to improve student learning. As a result, more EMI professional development programs are being offered globally in different academic fields.

In the above paragraph, Kim, Kim, and Kweon (2018) and Huang, Lin, and Tsou (2024) are integral citations,

verbs, and (c) hedging and boosting devices. Additionally, each example was categorized according to the frameworks outlined in the literature. This methodology does not seek to provide quantitative findings but rather to offer a nuanced, explanatory account of how these discursive tools operate to create effective academic prose. Finally, the main focus was on analyzing the rhetorical function of these features within their given context. [7],[4],[8].

A non-integral citation is used when the author's name is placed in parentheses and separated from the text at the end of the sentence. This type of citation is useful when you want to emphasize on the provided information itself rather than who wrote it. It allows for a smoother flow of ideas and is especially common when summarizing multiple studies or facts. Non-integral citations can be used to keep your writing concise and avoid breaking the flow of ideas, when the focus is on the research findings rather than the author, or when citing multiple sources or summarizing general trends. For example:

drawing attention to the authors' contributions directly within the text. [7].

Non-integral citation

Besides, one of the primary challenges in implementing EMI is the language barrier faced by non-native English-speaking professors. In South Korea, Humanities and Social Sciences professors who were teaching students engineering face linguistic and pedagogical challenges when delivering content in English (Kim, Kim, & Kweon, 2018). In fields like the Humanities, where discussions and critical thinking are essential, the use of English can hinder both teaching and student engagement. Likewise, In Taiwan's medical and healthcare faculties, for instance, instructors often struggle to translate complex medical terminology into simpler English, making it difficult to teach effectively (Huang, Lin, & Tsou, 2024). The limited availability of research on EMI in medical education exacerbates this issue, leaving instructors with few resources to draw upon when simplifying content for students.

In this paragraph, Kim, Kim, & Kweon (2018) and Huang, Lin, & Tsou (2024) are non-integral citations, where the information is more important rather than the person who wrote it. [7].

Reporting verbs describe as well as report on previous authors' ideas, arguments, or findings in academic writing. They help to introduce paraphrased, summarized, or quoted information from sources and indicate the attitude of the original author. The choice of a reporting verb can convey subtle differences in meaning and tone, making it crucial to select the right one depending on the context. For example,

A significant distinction among the studies is that different academic fields were examined. While Huang et al. (2024) emphasize medical education, emphasizing the need for specialized language skills in EMI, Kim et al. (2018) suggest that the challenges faced by Humanities and Social Sciences professors who were teaching students studying in the major of engineering arise from different pedagogical needs. Similarly, Manan and Hajar (2024) specifically argue that STEM teachers in Kazakhstan, encountering further challenges due to the country's trilingual policy. These teachers are not only expected to be expert in their field but are also required to be able to teach in English. These responsibilities create challenges for instructors who have never learned English before.

If the given example paragraph is explained in more detail, while Huang et al. (2024) emphasize the need for specialized language skills in EMI (showing a strong stance), Kim et al. (2018) suggest that the challenges arise from different pedagogical needs (indicating a more tentative observation). Manan and Hajar (2024) argue that Kazakhstan's trilingual policy adds further difficulties for STEM teachers (taking a definitive position). [4], [7], [8].

In academic writing, hedges and boosters play a crucial role in shaping your stance and conveying how certain or cautious you are about your claims. Hedges are words or phrases like *may*, *might*, *possibly*, and *suggest* that allow you to present your ideas tentatively. They indicate that there is some uncertainty, showing that there is some uncertainty. This is important when discussing ideas that are not definitively proven, as it shows academic caution and encourages further discussion.

when selecting reporting verbs, you should use strong verbs like *argue*, *claim*, or *assert* when discussing authors who make bold or certain statements. On the other hand, you should use tentative verbs like *suggest* or *propose* when the authors are exploring possibilities or uncertainties. Different academic fields may favor different sets of verbs, depending on how they approach evidence and argumentation (Hyland, 2008). This means that the variation reflects how different fields approach evidence, argumentation, and discussion. For instance:

On the other hand, boosters are words like *definitely*, *certainly*, *demonstrates*, and *proves* that show a high level of confidence in your claims. They signal that the evidence or argument is strong, and they help emphasize your commitment to the statement. Using boosters can create a stronger connection with your readers by showing conviction, but it is important not to overuse them, as too many boosters might make your writing seem overly assertive. When writing academic papers, it is essential to find the right balance between hedging and boosting. Hedges should be used when the evidence is not conclusive, while boosters should be employed when the evidence is strong and you want to emphasize certainty. As Hyland (2008) pointed out, academic writers use hedges and boosters to manage their relationship with readers, and different fields of study may have different conventions on when to use them. In disciplines like science, hedging may be more common due to the tentative nature of many findings, while in fields like law, boosters may be more

prevalent because of the need to assert legal arguments. For example:

While Huang et al. (2024) emphasize the need for specialized language skills in EMI, Kim et al. (2018) clearly explore the challenges faced by not only Humanities but also Social Sciences professors who taught engineering students, where different pedagogical needs arise. Manan and Hajar (2024) specifically concentrate on STEM teachers in Kazakhstan, who may encounter further challenges due to the country's trilingual policy. These teachers are not only expected to be expert in their field but are also required to be able to teach in English. These responsibilities possibly create challenges for instructors who have never learned English before.

In this paragraph, boosters such as emphasize, clearly explore, and specifically concentrate are used to show confidence in the authors' findings. These verbs suggest that the evidence is strong and the authors are making firm claims.

Hedges, such as may encounter and possibly create, are used to present the challenges in a less assertive way, leaving room for further interpretation. This helps to soften the argument by acknowledging that the evidence is not entirely conclusive.

Conclusion. Based on the above analysis, the following practical recommendations are offered for academic writing instructors and novice scholars. In terms of pedagogy, instructors are advised to design explicit instructional modules that contrast integral and non-integral citations, highlighting their distinct rhetorical impacts. Classroom activities should include exercises where students transform one citation type into the other and discuss the result. Writers should also be

trained in the conscious selection of reporting verbs. It is recommended to use verb categorization charts including verbs for arguing, finding, suggesting and practice exercises where students select the most appropriate verb to accurately reflect both the original author's intent and their own interpretive stance. In conclusion, integral and non-integral citations, reporting verbs, and hedges and boosters are essential linguistic tools in academic writing that shape how ideas are presented and interpreted. While citations provide the foundation for acknowledging previous research, reporting verbs add nuance by reflecting the writer's evaluation of that work. Hedges and boosters, in turn, allow writers to modulate their level of certainty, striking a balance between confidence and caution. By using these features effectively, writers can produce well-supported, coherent, and credible academic arguments that demonstrate both critical engagement and respect for scholarly discourse.

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