

Intertextuality in second language writing: Source use and paraphrasing in academic learner English

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This paper explores intertextual strategies of L2 writers in English for Academic Purposes (EAP) contexts. It outlines the goals and methodology of a corpus-based project and presents a pilot study of the form and function of paraphrases and direct quotes in texts by German learners of English.

Intertextual competence, i.e. the ability to felicitously appropriate sources, is a central aspect of academic writing and often forms the basis for measuring learners' writing competence (Shaw & Pecorari 2013: A1). However, as Keck (2015: 177) asserts, "little is known about when, how often, and in what ways academic writers re-use the language of others." The present project aims to address this current lack of research for advanced L2 writing.

Direct quotes and paraphrases, optionally introduced by reporting phrases, are important intertextual features of academic writing. Direct quotation, i.e. citing verbatim, serves a variety of (often discipline-specific) functions (Davis 2013: 125). Experienced academic writers additionally use paraphrasing to minimise textual similarities to their sources and to encode their own assessment (Hyland 2002; Uccelli/Dobbs/Scott 2013). Keck (2006) defines attempted paraphrases (APs) as passages reproducing the source text that contain at least one lexical alteration.

The appropriation of sources is challenging, especially in the L2 (Abasi/Akbari 2008, Thompson, Morton & Storch 2013; Davis 2013). L2 writers are often unaware of the functions of paraphrases beyond avoiding plagiarism and prefer direct quotes as a safer option (Hirvela/Du 2013: 92).

The corpus-based study aims to clarify L2 learners' strategies of source text use and restructuring. For this purpose, APs and direct quotes will be identified in reading reports from the *Corpus of Academic Learner English* (Callies/Zaytseva 2013). Their classification draws on existing taxonomies (Keck 2006; Shi 2004). Additional analyses focus on functions of paraphrases and direct quotes and which parts of the original text are cited.

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