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They just don't get it!
Towards informing course and syllabus design – an error analysis of referencing in undergraduate writing

Tobie van Dyk iD

North-West University, South Africa
E-mail: tobie.vandyk@nwu.ac.za

Kristien Andrianatos iD

North-West University, South Africa
E-mail: 13132873@nwu.ac.za

ABSTRACT

For students to formulate a well-supported academic argument, proper source integration skills need to be applied. This depends on a student's ability to quote or paraphrase sources and adhere to referencing styles' technical requirements. Academic writing teachers need to investigate which aspects of source integration students fail to master. By utilising the multilevel, multi-genre, multi-language learner corpus of South African languages for academic purposes compiled on behalf of the South African Centre for Digital Language Resources (SADiLaR), we performed an error analysis of typical referencing errors and the frequency of specific kinds of referencing errors in the academic writing of first-year students.

This error analysis enabled us to move beyond "having an idea of what errors they make", to an in-depth investigation of recurring errors, in order to be able to offer focused academic writing support. Findings include, firstly, consistently recurring technical errors with citation format. Secondly, students struggle with formatting reference lists as per the required referencing style. With this paper, we wish to initiate a discussion on the importance of teaching the mechanics of referencing and other pedagogical inferences to inform course and syllabus design, focused on source integration.

Keywords: referencing, citation, academic writing, academic acculturation, errors, error taxonomy

1. Introduction

Transition from school to university, and ultimately study success, is a matter of great concern across the globe and therefore thoughtfully researched (Briggs et al. 2012, Darlaston-Jones et al. 2003, Leki 2006, Marland 2003). A plethora of reasons for academic failure is also documented in the literature, of which the most important seem to be preparedness levels, readiness for higher education studies (including motivation and self-regulation), socioeconomic circumstances (including historical and demographic factors), widening participation rates (formal access to previously marginalised groups), and the matter of epistemological access (including acculturation and integration) (Council on Higher Education 2010; 2011, Van Dyk and Van de Poel 2013, Wingate 2015).

This state of affairs cannot simply be attributed to the fact that university studies pose a so-called insurmountable intellectual challenge, earmarked for an exclusive group of students. It needs to be approached holistically and comprehensively and in a nuanced manner. The South African context is a case in point. Data for the period 2007 to 2016, for example, indicate that on average approximately 19% of students enrolled at universities obtain a degree in the minimum prescribed time, and approximately 45% leave the sector without any qualification (Council on Higher Education 2010; 2011, Department of Higher Education and Training 2019). This is troublesome for the South African Government and universities in particular, because of the cost involved, and the limited number of places at universities. Inequalities of the past (the corollary of the apartheid era) also need to be addressed adequately and appropriately. In attempting to do so, universities go to great lengths to support students to complete their qualifications within the required time – this refers to variables over which universities have control in some way or another (Scott 2009). In this article, the focus is on one such variable, namely the academic acculturation of students in the stated curriculum (also known as the explicit or defined curriculum) as well as in the hidden curriculum (the unofficial or implicit curriculum), with a particular emphasis on first-year students' ability to use references correctly in their written work.

2. Academic acculturation

The academic performance of students largely depends on how well they integrate into, and acculturate to, the university environment (Brinkworth et al. 2009). Acculturation is influenced by the quality of teaching and learning, the degree and quality of principled planning to improve the existing education system, the identification and transfer of academic culture from one field to another, the formulation and implementation of meaningful policies (e.g. teaching-learning policies, language policies, transformation policies), and finally the design and implementation of programs and support mechanisms in both the stated and hidden curriculums (Brinkworth et al. 2009, Darlaston-Jones et al. 2003, Leki 2006).

Academic acculturation can be defined as the process of cultural and psychological change in an individual through contact with others who are part of a specific academic community (Van Dyk and Van de Poel 2013, Ward 2001). Students as developing scholars who strive for greater understanding and eventual success can, however, only function effectively in an environment where they can communicate comfortably and interact on a regular basis with members and the discourse(s) of an established community. It is, though, hard to assimilate to such a community, and even harder to be admitted to it (i.e. gain membership). This is only achieved by becoming aware of how to enter the essence of the academic community, without giving up one's own voice. This will only occur if students are integrated into the formal teaching and learning programmes of universities, as well as through more informal awareness raising endeavours and exposure to academic cultures. The effects of acculturation will thus be visible when students start to comply with the accepted norms, values, practices, behaviours, expectations and discourses of the academic environment (Gee as cited in Zamel and Spack 1998; Gee 2000; Hyland 2009).

At this point it is, however, important to note that one cannot argue for the existence of a single academic culture; neither can one contend that it is monolithic. Instead, many discipline-specific cultures exist in an academic environment, but all are encompassed by a general academic culture. From an academic literacies perspective, acculturation could be considered from the perspectives of both linguistic and socio-constructivist theories (Carstens and Rambiritch 2020, Halliday 1978; 1996; 2002, Hasan 1996, Lea and Street 1998, Lillis 2001, Van Dyk and Van de Poel 2013). The essence of these is that students need to transform without losing sight of the importance of context, own voice and authority.

Academic acculturation is therefore also, and particularly so, about "ways of thinking and using language which exists in the academy [or in different spheres of academia]" (Hyland 2009: 1). The inability of students to understand academic discourse and to be able to use it in an appropriate manner, can, according to Weideman (2003), be considered one of the primary factors contributing to academic failure. Academic acculturation can therefore also be described as the ability and motivation of a student to understand academic discourse in all its permutations, to engage with it in depth, to be able to responsibly and accountably relate it to other perspectives, to use it ethically, and to eventually assimilate it as well. The ability to participate in academic discourse accordingly refers to ways of thinking and using language in a particular context, ways which in turn are determined by complex and social activities that are anchored in the specific ideological framework of a specific context (Heeren 2021, Hyland and Shaw 2016). In the next section we will focus on the challenges involved with academic writing as part of academic acculturation.

3. Academic writing, and source use and integration

Academic writing remains throughout the undergraduate years of study a challenge to many students (Canagarajah 2002, Rambiritch 2018, Van Dyk et al. 2007). This is particularly the

case with English second-language students (Bourdieu and Passeron 1990, Canagarajah 2002, Paltridge 2004, Wingate 2015). Moreover, if one considers that academic language should be seen as an additional language, all students will need support in terms of their writing development (Gee 2000, Van Dyk and Van de Poel 2013). If one then also takes into account that writing continues to be one of the main modes of university assessment, it becomes increasingly important that faculty, consistently reflect on writing assignments and writing support, whether it be in the stated or the hidden curriculum.

Writing support needs to be a considered approach where we keep in mind that academic writing and the disciplinary conventions associated with it, are both a social practice (i.e. students are socialised into the discourses of the specific community) and a knowledge practice (i.e. students are taught and exposed to specific referencing skills).

According to academic writing text books, and based on our own experiences, it is evident that students struggle with the so-called mechanics of writing: issues at lexical level (clear expression); issues at grammatical level (grammar and spelling); issues with coherence and cohesion (well-structured and eloquent text); issues with appropriacy (style, register); and importantly, issues with source use and integration (synthesising, paraphrasing, quoting, referencing). This is confirmed by the work of Swales (1990), Zamel (1996), and Grabe and Kaplan (1996). With regard to the issue of source use and integration, the focus of this paper is on accurate attribution, or the "mechanics of citation and referencing" (McGowen 2005: 49), specifically the errors students make in constructing text references (citations/in-text citations) and reference list entries according to style guidelines. Figure 1 is a visual representation of how this focus relates to academic writing and the broader context of academic acculturation.
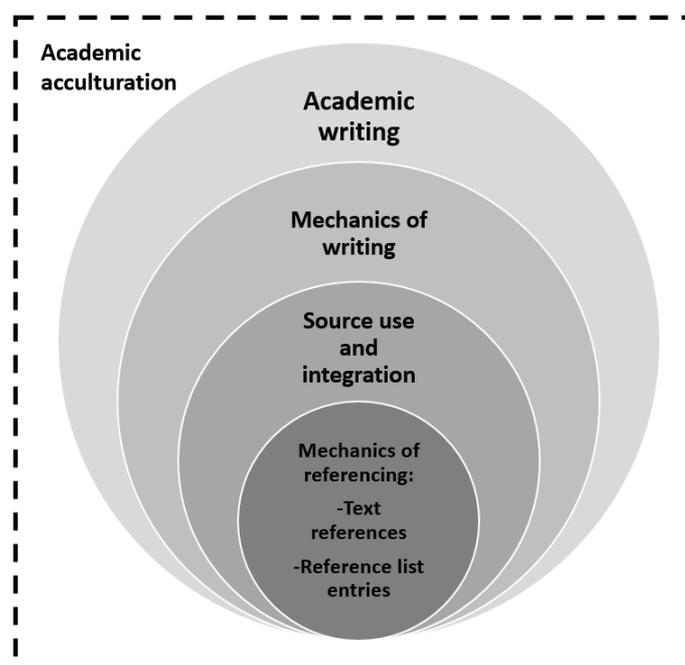

Figure 1: Research focus.

4. The problem at hand and purpose of the paper

Students do not acculturate easily or swiftly. This is visible, for example, in the throughput and retention rates at universities. A lack of acculturation is predominantly visible in their written academic output, with particular reference to source use and referencing (Brown et al. 2008, Hendricks and Quinn 2000). Regardless of the referencing style followed, students seem to struggle with applying the style guidelines in their own texts.

The problem, however, does not stop at a technical level: Vardi (2012: 922) states that students have "a lack of understanding … of using citation" and Hutchings (2014) notes that referencing is generally a confusing custom to undergraduate students. Moxley and Archer (2019) also refer to problems with attribution – this attribution (or referencing) has to be accurate for a number of understandable reasons, such as recognising intellectual property rights and proving that research has been done (Hendricks and Quinn 2000). Moreover, it needs to be emphasised that accurate attribution is a characteristic of academic integrity, which is also part of the undergraduate hidden curriculum. Although we agree with several researchers that citation and referencing are more than just applying style guidelines (Gravett and Kinchin 2020, Hyland 2010, Moxley and Archer 2019), we are also of the opinion that knowledge of the mechanical aspects is just as important as knowing how to integrate information from a source in a text. From our experience, it seems as if the academic community regards the mechanics of referencing as the "straightforward" application of guidelines, while students struggle with this seemingly simple practice.

While various aspects of referencing and the congruent idea of confidence in academic writing have been researched, we believe that the importance of the mechanics is overlooked. As responsible practitioners, we need to support our students to overcome what George and Rowland (2017: 24) call the "vast perceptual gulf" between students and academics. Indeed, students have to acquire the knowledge and skill to confidently use sources, but they also have to focus on adhering to the style guidelines or mechanics of referencing (Hutchings 2014).

The purpose of this paper is therefore to fill the gap in terms of the types of errors that students make with text references and reference list entries on the surface level, and the way in which knowledge of these errors can inform intervention design. This is in line with the suggestion by Gravett and Kinchin (2020: 10) that "it will be worthwhile developing a greater understanding of the situated difficulties that students experience [with referencing], as well as potentially exploring new methods of teaching referencing practices".

We report on a small-scale research project, against the backdrop of academic acculturation and academic writing, conducted at a South African university. The main aim with the research was to come to a better understanding of what kinds of support, with regard to referencing and source use, should be included in the stated and hidden curriculums.

5. Research design

5.1 Research approach

For the research conducted here, a descriptive cross-sectional approach was followed. This approach afforded us the opportunity to get a *snapshot* of the source use and referencing of a group of first-year open distance learning students at a South African university, after completion of an academic literacy module that, among other matters, addressed source use and referencing. Variables are thus observed without influencing them, which will allow us to come to informed conclusions when redesigning academic literacy interventions.

5.2 Research method

The research method employed for purposes of this article includes insights from corpus linguistics and discourse / error analysis, which led to the production of a taxonomy of referencing errors. Statistical analyses have also been performed to calculate the frequency of the errors.

5.3 Practicalities: sampling and participants

The South African university where the study was conducted, offers study programmes in both contact and distance modes. For this research, we decided to focus on first-year distance students as participants, as there is a consistent need for additional support for these students, who mostly study asynchronously.

A randomly selected sample (N=70) from a student corpus of first-year academic written work was used for the research. Ethical clearance (NWU-00685-17-A8) as well as research data gate keeper's approval (NWU-GK-2017-036) have been granted for this project, entitled *Designing a multilingual learner corpus of South African languages for academic purposes.* The project was considered a low-risk project and clearance was granted on the premise that all participants provide informed consent and data be presented collectively.

With the required consent, biographical data and academic information of participants were collected. The former includes aspects such as age, race, and first language. The latter includes aspects such as results of a reference test, results of an argumentative essay, final results for the academic literacy module, as well as the weighted average for all their first year modules. This, however, will not be further discussed, as it falls beyond the scope of this article and will be reported on in a later publication.

The academic written work sampled, was an argumentative essay. This essay was the final written assignment after completion of the academic literacy module. Students were instructed to include academic sources. Topics covered in the module prior to the essay included source use and integration, paraphrasing and quoting, as well as referencing. The guidelines of the prescribed referencing style were also available on multiple platforms and in different formats,

including multimodal content and a pdf booklet (North-West University 2021). Figure 2 is a screenshot of one of the multimodal webpages on the library's website, that provides information on referencing internet sources. Note the video and tabs with detailed information at the top and the button leading to an online quiz.
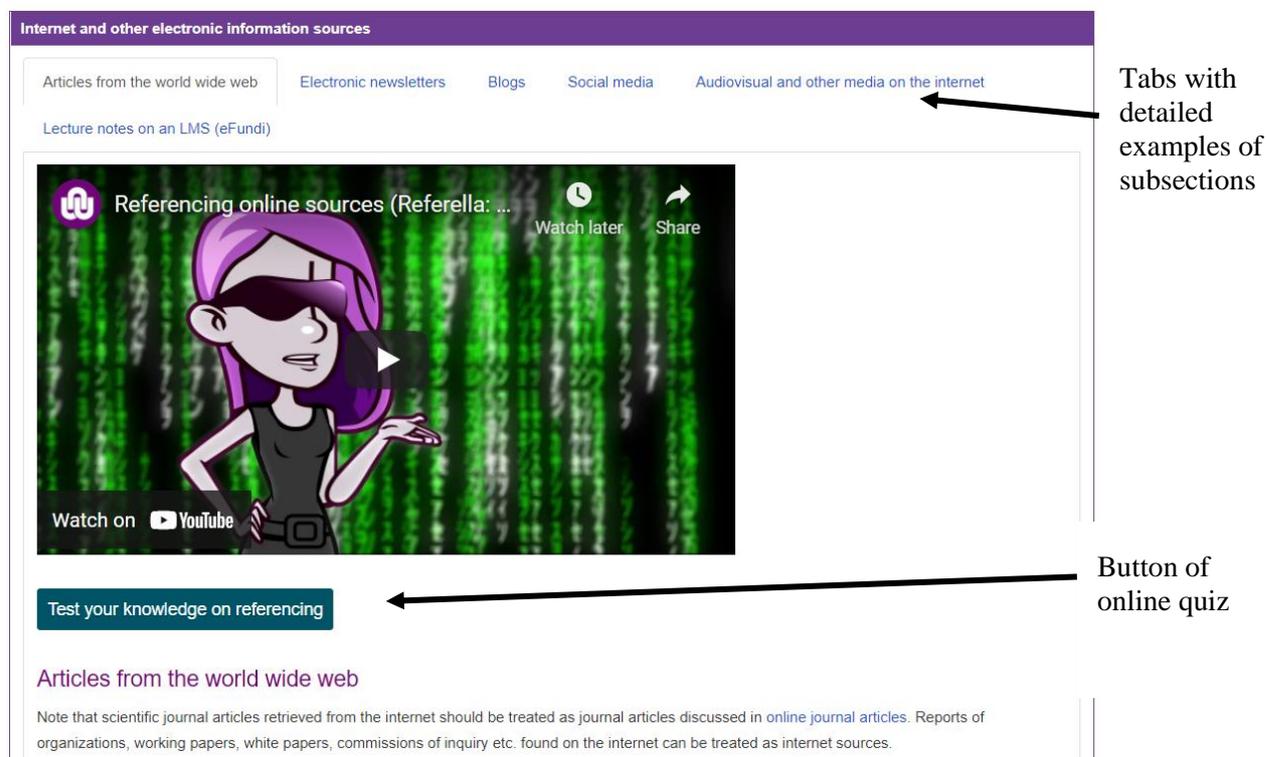

Figure 2: Example of a webpage with multimodal content to support the referencing of internet sources.

Students, in an effort to better prepare them for the application of source use and referencing, also wrote a reference test before the essay assignment. This multiple choice test included questions on referencing principles as well as specific style guidelines. To emphasise the importance of the text references and reference list entries, these are also listed as criteria on the essay marking rubric.

5.4 **Empirical investigation**

As indicated above, a random sample from a learner corpus of first-year academic writing was used. The text references and reference list entries in the essays were analysed and tagged, and this led to the creation of a taxonomy of errors. The error analysis was executed in two steps. Firstly, the errors were identified and categorised according to an adapted surface strategy error taxonomy developed for this project. Secondly, statistical analyses were performed to determine the frequency of errors.

5.4.1 Taxonomy of errors

An error is any systematic deviation from a norm (Dulay et al. 1982). According to Ozkayran and Yilmaz (2020: 50), error analysis is the "process of examining errors" for the purpose of "suggesting remedial practices". In the field of applied linguistics, error analysis is typically used to identify errors in students' second language. From a pragmatic viewpoint, error analysis is suitable to investigate not only errors in a second language, but also errors in academic writing: specifically, errors in text references and the reference list. The identification and classification of these errors can inform interventions to address areas of concern.

According to Dulay et al. (1982), there are four types of descriptive taxonomies in error analysis: the linguistic category, comparative taxonomy, communicative effect taxonomy and surface strategy taxonomy. The fourth kind of taxonomy focusses on errors in the surface structure of a language. Surface strategy taxonomy can be used to classify errors in the mechanics of referencing, as these are also errors involving the surface structure of text-references and reference list entries. Errors that are part of the deeper structure of source use such as source integration, paraphrasing and voice, fall beyond the scope of this paper.

Dulay et al. (1982) identified the four most common errors in the surface strategy taxonomy: addition, omission, misformation and misordering. These four common errors also cover most referencing errors, as elements of a text reference and reference list entry are added, omitted, misformed or misorderd. For this reason, the surface strategy taxonomy of Dulay et al. (1982), informed the error taxonomy created for this research project.

To create the error taxonomy, the project team identified errors from a smaller sample of 27 randomly chosen student essays. Twenty text reference errors and 26 reference list errors were identified from this sub-group of essays. These errors were grouped and categorised; subsequently, the taxonomy underwent a process of simplification. Errors were sorted, similar kinds of errors were grouped together using the four kinds of errors listed above, and a fifth error type, "technical", was added to the list of common referencing errors (see a further explanation below). This was due to the high frequency of technical errors (i.e., punctuation, spacing, capitalisation, etc.) occurring in the smaller sample of 20 texts. The categorisation of errors resulted in the final taxonomy that consists of 12 text reference errors and 21 reference list errors. This is included as Addendum A. Table 1 provides a bird's eye view of the main categories, sub-groups and error types of the taxonomy.

Table 1: Main categories, sub-groups and error type of the error taxonomy.

Main category	Sub-group	Error type
Text reference	Author	
	Date	
	Page	• Addition
	Technical	• Omission
Reference list	Author	• Misformation
	Date	• Format
	Title	
	Source information	
	Technical	

Within the two main categories of text reference and reference list, we differentiated between sub-categories. These subcategories were informed by the different parts of a text reference and reference list entry. For both main categories, we also added "technical" as a sub-group, as there are often guidelines in terms of punctuation, spacing, italics and placing entries in alphabetical order, for example. The taxonomy was extended even further, and within each sub-group a number of errors were classified. These errors were dually labelled. Firstly, as part of the surface strategy taxonomy, the type of error was included in the taxonomy. As there were minimal instances where "misordering" was the error type, and many instances where students made formatting errors, we replaced the error type, "misordering", with that of "format". It follows from this that within the sub-group of technical errors, most error types were formatting errors. The other error types are addition, omission and misformation (cf. Table 1). Secondly, the error was also described. Table 2 provides two examples.

Table 2: Example of error classification.

Main category	Sub-group	Error type	Error description
Text reference	Date	Omission	Year not provided
Reference list	Author	Misformation	Authors incorrect. Authors should be indicated correctly, for example student gives organisation as author when surnames are given.

The data was collected by means of an annotation software programme called MarkWrite (Louw 2011), a tool used for marking and annotating written work of students. The data was analysed deductively by uploading the error taxonomy, including the main error categories, sub-groups, error types and error descriptions, to the basis structure of the software. The annotation process involved opening the student text in the MarkWrite software and linking all the text reference errors and errors in the reference list with an error description in the taxonomy. MarkWrite provided quantitative results for these annotations by counting the number of errors by error description.

5.4.2 Statistical analyses

The SPSS Version 27 computer programme (SPSS Inc. 2016) were used for statistical analyses. Once all the errors were tagged, descriptive statistics were used to organise and summarise the data in a meaningful way.

6. Results and discussion

6.1 Frequency of errors

There were 608 text reference errors, and 734 reference list errors in the 70 annotated essays. In this sample there was not a single essay of which the text references and the reference list were error free. Table 3 presents the ten most frequent errors. We decided to base the discussion on the top ten errors only, as the means of the remaining 23 errors were too small to contribute to the discussion at hand.

Table 3: Ten most frequent reference errors.

	Category	Error type	Explanation of error	Mean	Std. Deviation
1	Reference list	Format	Punctuation, spacing and italics used incorrectly	3.10	2.93
2	Text reference	Omit	Text reference missing in the text.	2.54	2.59
3	Text reference	Format	Punctuation, spacing and italics used incorrectly	2.13	2.58
4	Reference list	Omit	Information about the source missing, e.g., the name of the journal	1.14	1.77
5	Text reference	Omit	Page number missing	1.00	1.73
6	Reference list	Omit	Student did not provide a Reference list entry for a text reference in the text	0.97	2.09
7.	Text reference	Add	Student added unnecessary information in the text reference for the author, usually an initial with the surname	0.93	1.88
8	Reference list	Format	Style guidelines not followed: a Reference list entry is totally incorrect with elements in the wrong order and/or strange formatting	0.93	1.67
9	Reference list	Add	Unnecessary source information added, usually the name of the publisher in the case of a journal article	0.67	1.49
10	Text reference	Omit	No date given.	0.64	1.02

A number of observations can be made from the top ten errors. Firstly, errors number 1 and 3 are both formatting errors of a reference list entry as well as a text reference. This is an indication that students do not apply the formatting guidelines of their prescribed referencing style. In the applicable guidelines of the NWU Harvard style provided on the library's website (North-West University 2021), the formatting of a journal article reference list entry should look like the illustration presented as Figure 3.
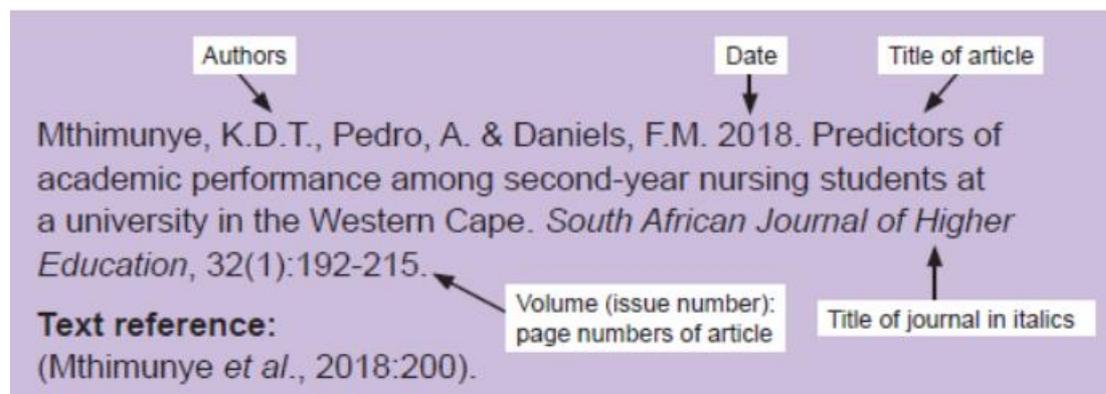

Figure 3: Explanation of the format of a journal article reference list entry and text reference.

From this, as well as other interventions offered by the lecturer, students should note different parts of a reference list entry (white text boxes with arrows) as well as the title indicated in italics. In terms of the text reference, included at the bottom section of Figure 3 indicated in bold, the et al. is shown in italics with a full stop and a comma, and it is required that students apply this format meticulously. While we acknowledge that the formatting of et al. is not as important as the content of the text reference, respecting these finer details is part of academic acculturation and displays to the reader the intent of the author to fit into an academic discipline by adhering to all requirements. Since formatting errors rank at numbers 1 and 3 in the top ten, it seems that students find it difficult to apply formatting guidelines. This difficulty might be explained by Twist (2008), who states that attention to detail is only possible when there is an overlap between the information in the text and the reader's individually lived experiences. This links with Vygotsky's zone of proximal development (Vygotsky 1980). While referencing was explicitly taught to the students and they wrote a test about it prior to applying referencing in their essays, the frequency of formatting errors in relation to Twist's notion, perhaps suggests that there is not yet sufficient overlap between the students' lived experiences and the referencing guidelines.

The second observation that can be made from the top ten errors, is that five of the errors are reference list errors (1, 4, 6, 8, 10), and five, text reference errors (2, 3, 5, 7, 10). From faculty's perspective, text references seem much easier to construct as reference list entries, as they have fewer elements. However, the equal number of errors from the two main categories in Table 3, points to the fact that the participants need as much support with creating a text reference that adheres to style guidelines, as they need with the reference list entries.

The third observation evident in Table 3, is the error types of the top ten errors. Five of the errors were omission errors, three were formatting errors and two addition errors. Thus, half of the top ten errors can be attributed to students omitting necessary information. With regard to errors two and six for example, failing to include a text reference or a reference list entry can in some cases even considered to be a sign of academic misconduct. In our opinion, the frequency of the omission errors supports the findings of McGowan (2005: 50), namely that students "simply do not know how to avoid inadvertent lapses into plagiarism". Indeed, we believe that in a student's first year of study, such omission errors are most likely the result of unfinished learning/ inexperience, rather than blatant plagiarism. Notwithstanding, it is clear that omission and possible plagiarism should be dealt with in the stated or the hidden curriculum.

7. Pedagogical inferences

We made several pedagogical inferences from the results of the study, regarding course and syllabus design in the stated curriculum, as well as awareness raising and required resources in the hidden curriculum.

Firstly, referencing is part of the stated curriculum in the compulsory academic literacy modules in the first year of study at the specific university. The group of participants were guided through a number of teaching and learning events and assessments to help them understand and apply the deeper thought processes when they integrate sources, as well as the superficial mechanics of referencing. Thus far, in terms of the mechanics, it seems that we are not yet successful, as is evident from the total number of 1 342 errors made in our sample of 70 essays (cf. section 6.1). Our data analysis emphasises one of the findings of Emerson et al. (2005: 20), namely that "teachers should focus on …technical aspects of referencing". Furthermore, Hendricks and Quinn (2000: 447) describe referencing as a "superficial manifestation" of deeper thought processes involved in source integration in academic writing. It could therefore be argued that if this "superficial manifestation" is error ridden, it is only the tip of the iceberg. What most probably lies beneath the surface, is an inability to apply such deeper thought processes in order to integrate sources successfully in academic writing. While the correct surface structure of a text reference and a reference list entry will by no means guarantee that the deeper thought processes are in place, their presence can be viewed as a positive "pointer to the rhetorical process at work" (Hendricks and Quinn 2000: 452). When a student is taught how to structure a text reference and reference list entry perfectly according to style guidelines, they are indeed "donning attire" as Hutchings (2014: 317) so aptly states, as part of their academic acculturation process.

To this end, it seems that we need to create additional means of exposure to referencing in the stated curriculum. We need to make sure that we provide adequate learning events for both text references and reference list entries. Two possibilities are additional formative assessments,

and the inclusion of referencing mechanics as a subsection in the content of each week during the course of the semester.

Secondly, the mechanics of referencing also need to receive deliberate attention in the hidden curriculum in a higher education institution. A possible solution lies in the collaboration with other role players. In terms of referencing support, Neville (2009: 27) contends there is the need for "a more concerted effort for course tutors and learner support staff". The first port of call is collaboration with the faculty of the carrier modules in the different study programmes. While students learn about source use and referencing in the academic literacy module, they should be expected to apply this knowledge to written work in other disciplinary content modules. When these lecturers have been socialised into the do's and don'ts of the community of practice (e.g. in marking rubrics), it will expand the students' exposure to these aspects. Lecturers of other modules should emphasise the need to follow style guidelines in text references and reference list entries. This will add to the importance of the mechanics from a students' perspective and will possibly result in students developing an eye for detail needed to meticulously follow style guidelines.

Indeed, as Neville (2009) argues: referencing is a critical factor across all modules. Moreover, according to Reeves (2006) and Jiang (2013), the alignment of such a critical factor between role players can improve student achievement. As part of the hidden curriculum, students and faculty need access to referencing style guidelines and other applicable resources asynchronously. It is very important that students are assisted with referencing beyond their first year. These resources typically reside within the university library. In the case of our university, the style guidelines are available in a hard copy booklet, a downloadable pdf, as well as a website environment with multimodal content. It is imperative that all students and staff be made aware of these resources. The writing centre, where peers are mentors, can also perform an important function in terms of one-to-one referencing support (Neville 2009). The present university has a functioning writing centre, but more can be done to emphasise the importance of the mechanics of referencing in the case of the mentors, so that it filters down to the students they assist.

8. Conclusion

Faculty needs to assist students to acculturate academically within their disciplines by enhancing their academic writing through accurate attribution of sources. We do not deny that there are many underlying principles, such as the interpretation of sources and the integration of the writer's voice, that also influence referencing. However, we regard the mechanics of referencing as a good starting point in the acculturation process.

The unique contribution that this paper makes is a taxonomy of referencing errors in both the text reference and reference list formats. Follow-up studies need to be conducted to refine the taxonomy, and to confirm or refute the findings and deliberations of this paper, in particular from an instructional design point of view.

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About the authors

Tobie van Dyk

Tobie van Dyk is professor of applied linguistics in the School of Languages at North-West University. Currently, he is project leader of four large-scale projects also involving international scholars. He has been commissioned by the South African Centre for Digital Language Resources (SADiLaR), under the auspices of the National Department of Higher Education and Training and the Department of Science and Innovation, to undertake the national language audit of higher education institutions in South Africa. https://tobievandyk.com/

Kristien Andrianatos

Kristien Andrianatos is a senior lecturer in the School of Languages at the North-West University, Potchefstroom Campus. She holds a PhD in Curriculum Studies. Her expertise lies in reading and writing in higher education and multimodal blended learning within the field of academic literacy.

Addendum A

Main category	Sub-group	Error type	Error label	EXPLANATION
Text Reference	Technical	Add	1. Unnecessary punctuation	Extra punctuation marks like quotation marks.
		Omit	2. No TR for RL entry	For each reference list entry, there has to be a text reference.
			3. TR missing @facts/quote	Insert a text reference where information from a source is quoted or hard facts are given.
			4. Et al. omitted	When there is more than two authors, use et al.
		Formatting	5. Punctuation, spacing & italics incorrect	Spacing and punctuation issues for example comma needed after author and a colon needed before page number. Incorrect use of italics.
			6. &/and mistake	And instead of & inside brackets, or & instead of and outside brackets.
	Author	Add	7. Unnecessary info added	Only Surname required
		Omit	8. Author not provided	Surname or name of organisation needed.
	Date	Add	9. Unnecessary info added	Only give the year.
		Omit	10. Date or indication of no date left out	All TR must have a date or indicate that there is no date (s.a. / n.d.)
	Page	Add	11. Page range added	Whole range of pages added instead of specific page.
		Omit	12. Page number omitted	Insert a page number at every text reference.
Reference List	Technical	Omit	1. The RL entry for a TR is missing	For every text reference needs a reference list entry.
		Add	2. Unused sources	Sources in reference list that were not referred to in the text.
		Omit	3. No RL	No Reference list.
		Formatting	4. Punctuation, spacing & italics incorrect	Spacing and punctuation issues for example comma needed between initials and surname. Incorrect use of italics.
			5. RL entries numbered/bulleted	RL should not be numbered/bulleted.

			6. Combination of referencing styles in RL	Entries seem to be cut & pasted from the internet in different reference styles.
	Technical		7. Incorrect fonts, sizes, line spacing, orientation	Different fonts and font sizes are used. Incorrect line spacing and list not left aligned.
			8. Reference list not in alphabetical order	Reference list should be in alphabetical order.
		Misform	9. Wrong source type identified	Wrong source type is identified for example students reference a journal article as an internet source.
			10. Style guidelines for different source types not followed	All source info provided but not presented according to style guidelines for example elements in wrong order.
			11. Spelling/typing errors	Surnames, titles etc. must be spelled correctly.
	Author	Add	12. Unnecessary info added	Only surname and initials required.
		Omit	13. Authors incomplete	All the authors should be included.
		Misform	14. Authors incorrect	All the authors should be included and referenced correctly for example organisation given as author when surnames are present.
	Date	Add	15. Month and year inserted	Only year of publication needed after the authors.
		Omit	16. Publication date omitted	Publication date should follow authors.
	Title	Add	17. Unnecessary info added	Unnecessary info added.
		Omit	18. Title missing	Title of source not provided.
		Misform	19. Title incorrect	Title has been provided but there are obvious errors.
	Source Information	Add	20. Unnecessary info added	Unnecessary information added for example "In" not needed at internet source entry.
		Omit	21. Missing information	Missing information for source type for example journal title.