



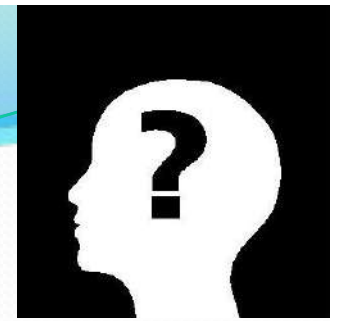
Details with In-Text Citations

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Pre-Questions



- Do we have to give the surname of the author and the date of publication in parentheses all the time?
- What happens if an idea is stated by two different authors in different sources?
- What happens if you refer to two different sources written by the same author in the same year? How do you discriminate them from each other?
- What happens if a source is written by six authors? Do we need to mention all the authors' surnames?
- What happens if there is no author for any source?
- What happens if there is no date of publication for any source?
- Is it possible to borrow information from a web site in academic papers?

Content



- Details of in-text citation rules
- Related activities

Introduction:

Parenthetical citations



- Parenthetical citations are acknowledgements to original sources which you use in your paper.
- Three kinds of information should be included in in-text citations.
 - the surname of the author,
 - date of publication, and
 - page number.
- You will refer to this information later on while preparing your reference list.
- matching the in-text citations with the reference is important.

Where to place parenthetical citations

- Three alternatives: Consider your aims in using the in-text citation.

- ***Sample 1: Idea-focused***

Schemata are accepted as interlocking mental structures representing readers' knowledge (Alderson, 2000; Anderson & Pearson, 1988; Brown, 2001; Cook, 1997; Harmer, 2001; Perkins, 1983; Zaher, 1987) of ordinary events (Nassaji, 2002).

- ***Sample 2: Researcher-focused***

Nassaji (2002) discusses one of the unexpected findings of schema-based studies that would account for working memory.

- ***Sample 3: Chronology-focused***

In 1932, Bartlett introduced schema theory.

Cite a source with one author

Since the emergence of language learning strategies by the 1970s, there has been considerable amount of research on their interaction with language learning process. Due to a large number of strategies which are readily available for learners, researchers have long been aiming to classify them. Although researchers aim to provide reliable basis for their various classifications, there has not been a consensus on the classification of LLSs. However, **Oxford's (1990)** efforts deserve appreciation since she consistently aims to question their classification in her very famous Strategy Inventory for Language Learning. Therefore, the classification of language learning strategies in this study will be based on **Oxford's**.

The two widely-accepted categorizations of learning strategies date back to the early 1990s prominent publications belong to **Oxford (1990)** and **O'Malley and Chamot (1990)**. Language learning literature presents a variety of different strategies which are mainly used for literacy. **O'Malley and Chamot** list learning strategies in three categories: *metacognitive*, *cognitive* and *social/affective*. On the other hand, **Oxford's** six types of learning strategies are broadly categorized in two groups; one dealing with *direct*, and the other dealing with *indirect* ones. It is possible to relate Oxford's classification with **Rubin's (1981)** studies since **Rubin** previously discriminates strategies that contribute directly to learning from the ones that contribute indirectly to learning. **Oxford** lists *memory*, *cognitive*, and *compensation* strategies in the direct group; and *metacognitive*, *affective*, and *social* strategies in the indirect group. She indicates that there is an interaction between direct and indirect strategies; therefore learners may need to refer to their direct strategies in order to use an indirect strategy.

Several sources by the same author

Language is a device which enables people to communicate through interaction; therefore, learning a language should involve this interaction. According to **Oxford (2001)**, social strategies provide learners with the means to interact with other people through improving their understanding and enhancing language production. Asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms can be examples of such strategies (**Oxford, 2003**). It should be noted that social strategies not only foster learning but also relieve learners to realize the new culture (**Oxford, 2001**).

Authors with the same surname

N. J. Anderson (2005) indicates that although strategies can be identified individually, they are not utilized in isolation and he resembles using a single strategy on its own to playing an instrument. He explains that an orchestra consists of a variety of instruments which results in beautiful music; therefore, he stresses the virtue of regarding strategies in relation to each other. Thus, learning strategies are transferable from L1 to FL settings (Block, 1986). However, to make use of transfer skills, learners need to be aware of their own learning process; therefore, learning strategies can be transferred to new tasks when they are once learned (Chamot & O'Malley, 1987). Unless exposed to a specific training programme, learners do not have an intention of automatically using a wide variety of learning strategies (Bialystok, 1981). Strategies are believed to be transferred to similar tasks when learners match patterns between the previous and the new tasks (**J. R. Anderson, 2000**).

Cite more than one source by the same author in the same year

Memory, also called *memory-related* (Oxford, 2001a) and *mnemonic* (Oxford, 2001b), strategies which assist learners to create linkages between existing and new information are known to have been in use for a very long time. However, they do not guarantee deep understanding of the information (Oxford, 2001a). It should be kept in mind that there may not be a positive relation between memory strategies and L2 proficiency (Oxford, 2003). It is important to differentiate ‘cognitive’ strategies from ‘memory’ strategies. Although cognitive strategies relate existing and new information at a deep level, memory strategies provide this relation only in a simple and superficial way (Oxford, 2001b).

Cite a source with two authors

Tudor (1996) calls attention to the relationship between metacognitive strategies and organisation of the learning process. According to **Williams and Burden (1999)**, metacognitive strategies encourage learners to observe their environment rather than focusing their attention on learning. **Williams and Burden** maintain that readers need to be aware of what they are doing and also which strategies they are using. In this respect, it is also crucial to manage the strategies appropriately for different tasks. As learners are aware of their own learning process, they know about their knowing, a different level called *metacognition*.

Williams and Burden (1999) conclude that providing metacognitive awareness is crucial for effective learning and indicate the difference between strategies which allow direct and indirect contribution to learning. If learners memorize new vocabulary or guess a meaning of unknown vocabulary, these then could be considered as direct contribution to the learning of the TL which takes place at a cognitive level. However, if they have intentions to chat with foreigners on the Internet or wander enthusiastically around to contact and socialize with tourists these then could be exemplified as indirect strategies.

Different sources written by two authors

Chamot and O'Malley (1987) list *selective attention*, *self-monitoring*, and *self-evaluation* as metacognitive strategies. Linguistic markers indicate the type of information which will be presented subsequently. **Chamot and O'Malley (1986, p. 11)** give examples of such markers. For example, encountering a marker “The most important thing to remember ...” indicates that the main idea is going to be presented. Although self-monitoring is not associated with the skill of reading by **Chamot and O'Malley (1987)**, it is employed also by readers to check whether they comprehend the text they are reading or not. In addition, self-evaluation assists learning by helping students decide how well they have accomplished a learning task and whether they need to relearn or review any aspects of it.

Sample use of 'and' and ampersand (&)

The subsequent definitions seem to counterfeit the previous ones. For example, **Chamot and El-Dinary (1999, p. 319)** describe learning strategies “as mental procedures that assist learning and that occasionally can be accompanied by overt activities” which is quite similar to **O'Malley and Chamot's (1990)** archetypal illustration. In the recent decade, definitions on learning strategies regard it as either cognitive or emotional behaviour (**Dörnyei & Skehan, 2003**).

Cite a source with 3, 4, or 5 authors

Levine, Oded, and Statman (1985) indicate that good readers identify the markers in the text which assist them to make predictions about the text. To **Levine et al.**, readers make use of exemplification markers, the specific markers of comparison and contrast, and the markers of cause and effect. Predicting may involve a number of different versions such as predicting the title after reading the text, predicting the forthcoming information in the second paragraph after reading the first one, predicting general reaction for an incident after reading it, and adding to the end of a story by predicting (Carter, 1986).

Readers constitute expectations as they read the text. It is possible to predict words from the context, content of a sentence by the help of syntactic clues, and content of an article by the help of title and minimum amount of sentences (**Levine et al., 1985**). Bartram and Parry (1989) consider *guessing difficult words, predicting, skimming, scanning, and looking for detailed information* as important strategies for readers. Grabe (1997) concludes with reference research on strategy training that “summarizing, semantic mapping, predicting, forming questions from headings and sub-headings, and using adjunct questions” (p. 6) have an impact on the improvement readers’ awareness of text structure.

Cite a source with six or more authors

Examining the characteristics of successful learners and comparing their way of using strategies with unsuccessful ones has underpinned research studies to instruct learning strategies and the findings of such studies indicate progress in learning by the help of appropriate use of strategies (Chamot & Rubin, 1994; Cohen, 1998; Wenden, 1991). Strategy training is defined as an “intervention which focuses on the strategies to be regularly adopted and used by language learners to develop their proficiency, to improve particular task performance, or both” (**Hassan et al., 2005, p. 1**).

Hassan et al. (2005) document a number of 567 research studies related with strategies dating back to 1960, and they indicate the evidence of the effectiveness of LLS training; however, they question whether such an impact is long lasting or not. The teachability of reading strategies have long been in interest of researchers who have conflicting ideas about how to teach them, either teaching a single strategy or multiple strategies at a time. Although the teachability of communication strategies is attributed to be suspicious (Dörnyei, 1995; Dörnyei & Scott, 1997), literature on reading strategies demolishes such suspicion for reading strategies as the teachability of reading strategies is unquestionable (Garner, 1987).

Sources with two or more six-author groups with same first surname

Another example of multiple-strategy instruction programme is Concept-Oriented Reading Instruction (CORI), in which cognitive strategies are woven together with motivating activities such as daily life interactions and peer collaboration (**Guthrie, Van Meter, et al., 1998**). **Guthrie, Anderson, et al. (1999)** revealed that CORI assisted readers to improve their reading comprehension.

A source with no author

- If there is no author; you can refer to the first few words in the title.

- *Sample citation to a source with no author*

Being able to monitor learning strategies can contribute to their learning through metacognitive approaches (**“National Research Council”, 2000**).

An edited work with no author

- In case of an existence of an editor, or several editors, for a no-author publication, you can use the surname(s) of the editor(s) in the author position.

Cite multiple sources in one reference

- Several research studies indicate that more proficient users of language refer to language learning strategies more than less proficient ones (**Green & Oxford, 1995; Griffiths, 2003; Mogogwe & Oliver, 2007; O'Malley & Chamot, 1990; Taguchi, 2002**).
- Arrange sources alphabetically.
- You cannot change the order of authors in the sources.
 - E.g., if the source is written by O'Malley and Chamot (1990) you cannot say Chamot and O'Malley (1990).

Multiple sources in one reference by the same author

Through compensation strategies learners can participate both in receptive and productive skills even if they have insufficient target language knowledge. When such strategies are used for the productive skills of listening and writing, they are labelled as *compensatory strategies*. They are also considered to be forms of communication strategies and not regarded as language learning strategies (Cohen, 1998); therefore, they are used not to learn a language but to use it. However, **Oxford (2001, 2003)** considers that any compensation strategy assists learners.

Use of major works with the others

- Following **Rubin (1975)** and **Stern (1975)**, other researchers also investigated the use of language learning strategies of both successful (**see also Chamot, 1987; Naiman, Fröhlich, Stern, Todesco, 1978; Naiman, Fröhlich, Todesco, 1975**) and unsuccessful learners (**see also Abraham & Vann, 1987; Chamot & Küpper, 1989; Hosenfeld, 1976, 1984; Porte, 1988; Vann & Abraham, 1990**).

Use of sample citations

- Concerning learners' inadequacy in using appropriate strategies triggered researchers to study also unsuccessful learners (**e.g. Vann & Abraham, 1990**) who were attributed as having difficulties in administering strategies.

Cite an electronic source

- The information was retrieved from

[http://faculty.uoit.ca/hughes/ Reading/ ReadingProcess.html](http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html)

and we can obtain the author surname and date of publication from the site.

- *Sample citation to an electronic source*

According to **Hughes (2007)**, reading requires an interaction among the text, the reader, and aims of reading.

Internet information with no author

- If there is no author, refer to the title and borrow the first important words from it.
- Retrieved from Wikipedia
http://en.wikipedia.org/wiki/Academic_writing
- *Sample citation to an electronic source with no author*
- Academic writing includes different text types (**“Academic Writing”, 2011**).

Internet information with no date

- If there is no date of publication, write ‘n.d.’
- Retrieved from

<http://www.uefap.com/writing/feature/intro.htm>

Writing academic papers in English requires presenting arguments in a linear fashion (**“Features of Academic Writing”, n.d.**).

Internet information with no page

- If you directly borrow information from the web site by quoting, then you must use paragraph numbers.
- To do this, you have two alternatives either using 'para.' or '¶' preceding the paragraph number.
- Consider the following two samples from <http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html>

Sample quotations from the web site

- According to **Hughes (2007, Section 1, ¶. 1)**, “[r]eading is a complex interaction between the text, the reader and the purposes for reading”.
- According to **Hughes (2007, Section 1, para. 1)**, “[r]eading is a complex interaction between the text, the reader and the purposes for reading”.

Sample quotations from the web site

- If you would like to refer to an entire web site, mention the URL in your text only.
- There will be no additional explanation in your reference list.
- ***Sample citation to the URL***

International Journal of Research in ELT web site provides information on APA writing style (<http://ijrelt.eab.org.tr/en/>).

Use of secondary sources:

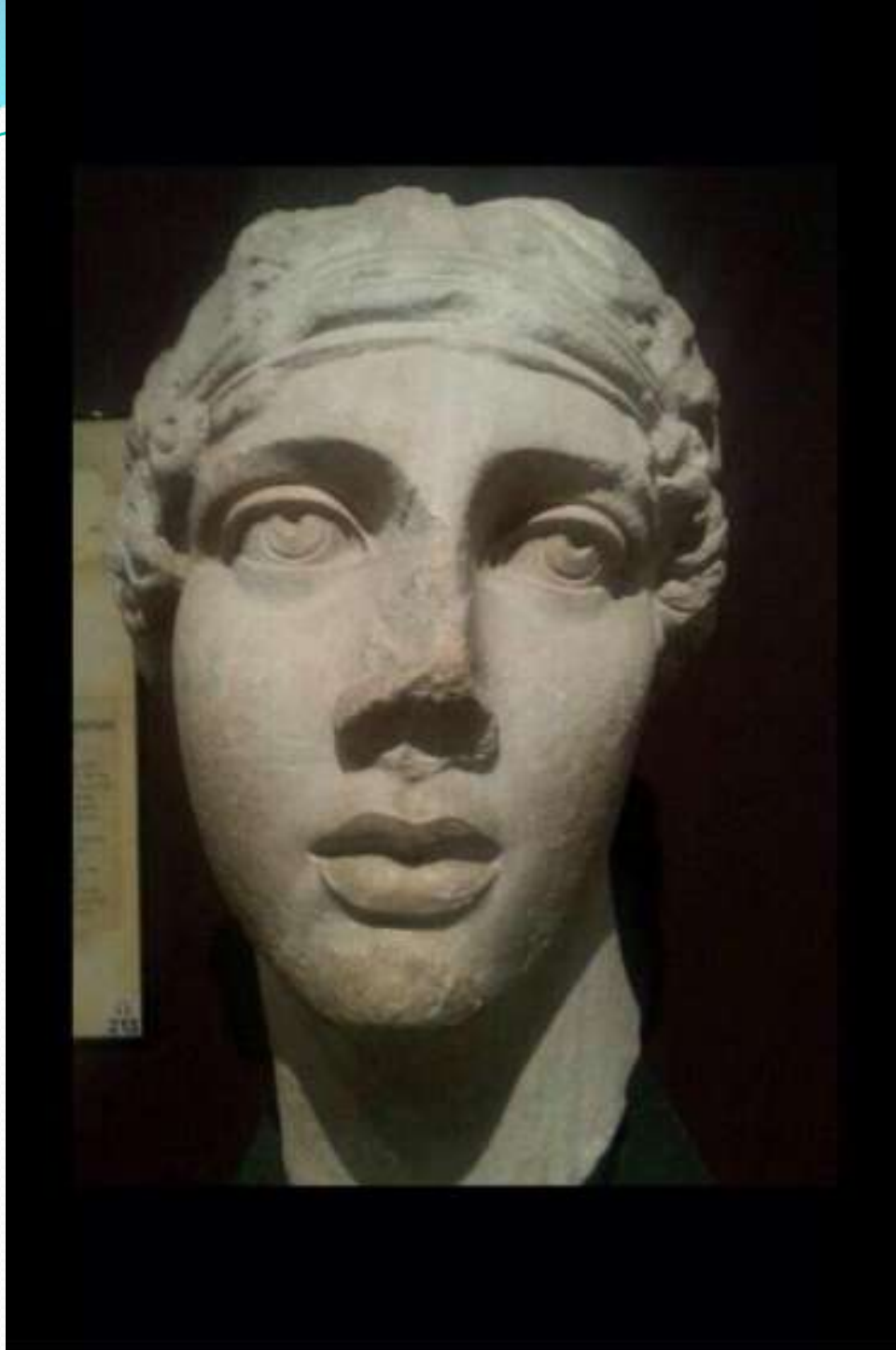
Sample citations for cited information

- Reading strategies differ from reading skills as they are treated beyond the reader's consciousness control
(Anderson, 2009 as cited in Jung, 2009).
- According to **Anderson (2009, as cited in Jung, 2009)**, reading strategies differ from reading skills as they are treated beyond the reader's consciousness control.

Use of secondary sources:

Sample citations for cited information

- “A deficit in any knowledge source results in heavier reliance on other knowledge sources, regardless of their level in the processing hierarchy” (**Stanovich, 1980, p. 63, as quoted in Anderson, 2000, p. 50**).
- According to **Stanovich (1980, p. 63, as quoted in Anderson, 2000, p. 50)**, “[a] deficit in any knowledge source results in heavier reliance on other knowledge sources, regardless of their level in the processing hierarchy”.



**Hocam dersi
bitirsek artık
ben biraz fena
oldum gibi!**

Activity:

In-text referencing

- Rewrite the following sentences to correct the mistakes in them by paying attention to APA in-text citation rules.



- 1) According to Nunan (2005), he states that foreign language learning is a challenging task.
- 2) Brown (2001) he maintains that learning strategies are valuable.
- 3) Eskey regards reading as the most important skill to be practised (2005).
- 4) Carrell et al. (2008) implies that young learners do not afraid of mistakes.
- 5) Devine (2002) question the impact of background knowledge on reading comprehension.
- 6) Chamot, N. (2010) reveals the use of metacognitive reading strategies by adults.
- 7) “Culture consists of more than the fine arts”, Richards & Rodgers (2003, p. 12).
- 8) Anderson: The purpose of language learning is communication (1999).
- 9) A language consists of a set of habits by Alderson (May, 2000).
- 10) Learning is facilitated by accompanying physical objects (Alptekin & Alptekin, 1995; Ur, 1990; Hedge, 2008).

Suggested answers

- 1) According to Nunan (2005), foreign language learning is a challenging task.
- 2) Brown (2001) maintains that learning strategies are valuable.
- 3) Eskey (2005) regards reading as the most important skill to be practised.
- 4) Carrell et al. (2008) imply that young learners do not afraid of mistakes.
- 5) Devine (2002) questions the impact of background knowledge on reading comprehension.
- 6) Chamot (2010) reveals the use of metacognitive reading strategies by adults.
- 7) According to Richards and Rodgers (2003, p. 12), “[c]ulture consists of more than the fine arts”.
- 8) Anderson (1999) maintains that the purpose of language learning is communication.
- 9) A language is supposed to be consisting of a set of habits by Alderson (2000).
- 10) Learning is facilitated by accompanying physical objects (Alptekin & Alptekin, 1995; Hedge, 2008; Ur, 1990).

Activity:

Incorporating quotations



- Incorporate the following two quotations into the text at appropriate places.
- Make any changes necessary to the text.

- **Quotations**

- Readers may derive the meaning that they need from the text; however, the information derived from such an interaction “can never be complete or precise” (Widdowson, 1980, p. 10).
- It is also important to remember that readers almost never “read anything in a ‘vacuum’” (Willis, 1981, p. 150).

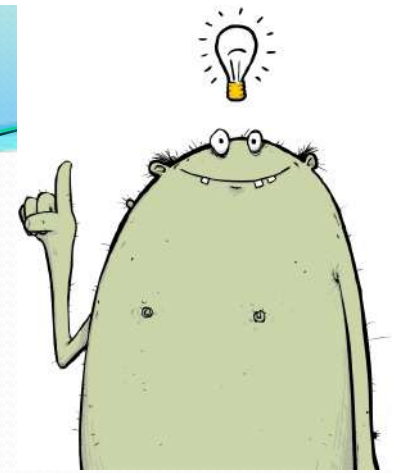
- **The text**

Ur (1996) explains that when readers start reading a text, they are required to focus on decoding the letters to understand what words mean. In such instances they have little or no inference from their background knowledge and their understanding largely depends on decoding letters. But as soon as they meet a meaningful context in the text, they bring their own interpretation to the word rather than merely focusing on its exact component letters. This implies that readers already know something about the subject matter that the text they are reading. The interaction between the text and readers is not a unique feature of proficient readers. Alternatively, Widdowson (1980, p. 10) designates another interaction between the text and readers. Besides, such an interaction also highly depends on readers’ background knowledge.

Suggested answer

Ur (1996) explains that when readers start reading a text, they are required to focus on decoding the letters to understand what words mean. In such instances they have little or no inference from their background knowledge and their understanding largely depends on decoding letters. But as soon as they meet a meaningful context in the text, they bring their own interpretation to the word rather than merely focusing on its exact component letters. **To Willis (1981), it is also important to remember that readers almost never “read anything in a ‘vacuum’” (p. 150).** This implies that readers already know something about the subject matter that the text they are reading. The interaction between the text and readers is not a unique feature of proficient readers. Alternatively, Widdowson (1980) designates another interaction between the text and readers. **According to him, readers may derive the meaning that they need from the text; however, the information derived from such an interaction “can never be complete or precise” (p. 10).** Besides, such an interaction also highly depends on readers’ background knowledge.

Conclusion



- Various ways of presenting citations.
- Detailed rules in relation with in-text citations.
- Finished the topics in the course content of the fall semester.
- You are now familiar with academic writing and in-text-citation rules.

The End