

References vs. bibliography

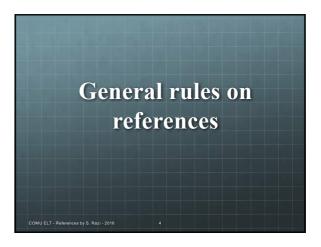
References: requires an exact match between your in-text citations and the entries in references.

Bibliography: may involve the other studies which might possibly affect your thinking in relation with the topic along with the sources referred to in your text.

Present all legal documents in references along with books and articles.

Do not give them as footnotes.

Do not include various types of personal communication in references.



Discriminating reference entries from each other

Hosenfeld, C. (1976). Learning about learning:
Discovering our students' strategies. Foreign
Language Annals, 9, 117-129.

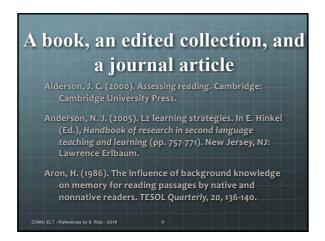
Hosenfeld, C. (1977). A preliminary investigation of the reading strategies of successful and nonsuccessful second language learners. System, 5, 110-123.

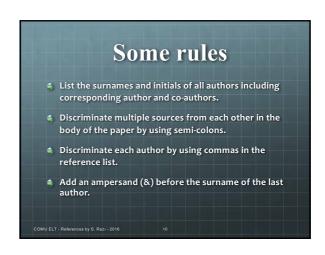
No-date of publication

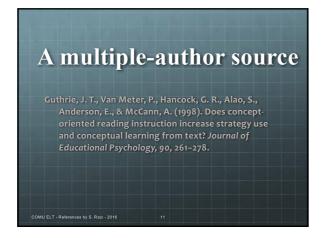
Jones, R. (n.d.). Academic writing.
Retrieved from
http://amarris.homestead.com/files/Academic_Writing.htm

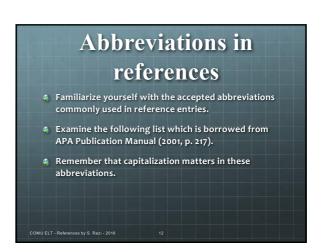
Journal article & edited collection Barnett, M. A. (1988). Reading through context: How real and perceived strategy use affects L2 comprehension. Modern Language Journal, 72, 150-162. Bernhardt, E. B. (1999). If reading is reader-based, can there be a computer-adaptive test of reading? In M. Chalhoub-Deville (Ed.), Studies in language testing 10: Issues in computer-adaptive testing of reading proficiency (pp. 1-10). Cambridge: Cambridge University Press.

Emphasis in reference entries Discriminate some part of the reference entries from the rest giving emphasis with italics. Italicise title of books and names of journals in italics. Underline in handwriting.

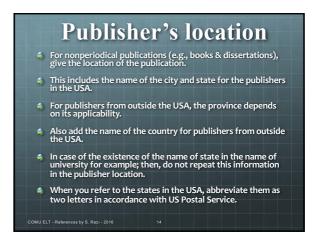


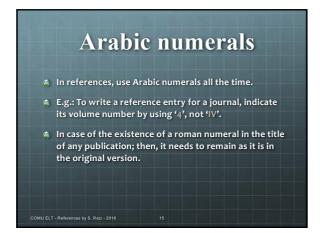


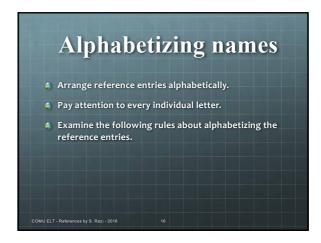


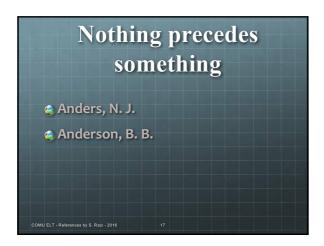


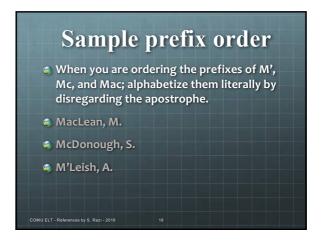








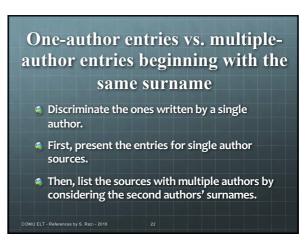


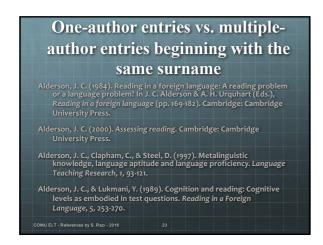


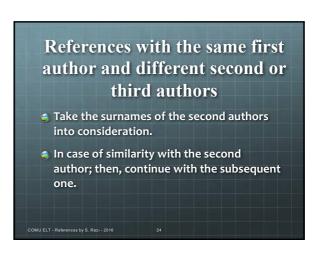
No author reference entry If there is no author, alphabetize it by considering the first significant word in the title. Academic writing. (2011). Retrieved from http://www.waylinkenglish.co.uk/?page=60000

One-author entries Arrange such entries by considering the year of publication. The earlier appears the first.

Multiple reference entries by the same author in different years Flavell, J. H. (1971). First discussant's comments: What is memory development the development of? Human Development, 14, 272-78. Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), The nature of intelligence (pp. 231-235). New Jersey, NJ: Lawrence Erlbaum Associates.

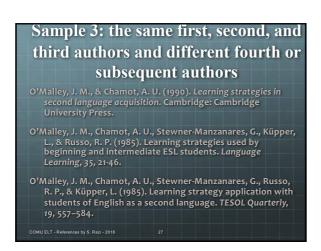


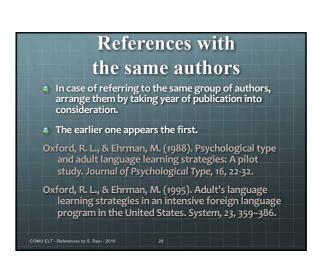


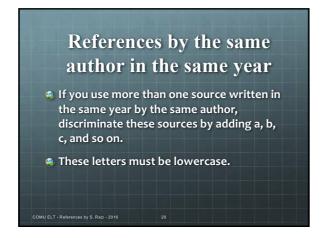


Sample 1: the same first author and different second or third authors Carrell, P. L., & Eisterhold, J. C. (1983). Schema theory and ESL reading. TESOL Quarterly, 17, 553-573. Carrell, P. L., Gajdusek, L., & Wise, T. (1998). Metacognition and EFL/ESL reading. Instructional Science, 26(1-2), 97-112. Carrell, P. L., Pharis, B. G., & Liberto, J. C. (1989). Metacognitive strategy training for ESL reading. TESOL Quarterly, 23, 647-678.

Sample 2: the same first and second author and different third or fourth authors Naiman, N., Fröhlich, M., Stern, H. H., & Todesco, A. (1978). The good language learner. Toronto: Ontario Institute for Studies in Education. Naiman, N., Fröhlich, M., & Todesco, A. (1975). The good second language learner. TESL Talk, 6, 58-75.









Order of several works by different first authors with the same surname In case of the existence of different authors with the same surname, order

them alphabetically with reference to their

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initials.

Two authors with the same surname

Anderson, J. R. (2000). Cognitive psychology and its implications. New York, NY: Worth Publishers.

Anderson, N. J. (1991). Individual differences in strategy use in second language reading and testing. Modern Language Journal, 75, 460-472.

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Three authors with the same surname

Brown, A. L. (1987). Metacognition, executive control, selfregulation, and other more mysterious mechanisms. In F. E. Weinert & R. H. Kluwe (Eds.), Metacognition, motivation, and understanding (pp. 65-116). Hillsdale, NJ:

Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). New York, NY: Pearson Education.

Brown, J. D. (1988). Understanding research in second language learning. Cambridge: Cambridge University Press.

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Multiple-author books with the same surname

Anderson, N. J., Bachman, L., Perkins, K., & Cohen, A. (1991).
An exploratory study into the construct validity of a reading comprehension test: Triangulation of data sources. Language Testing, 8(1), 41-66.

Anderson, R. C., & Pearson, P. D. (1988). A schema-theoretic view of basic process in reading comprehension. P. L. Carrell, J. Devine, & D. E. Eskey (Eds.), Interactive approaches to second language reading (pp. 37-55). New York, NY: Cambridge University Press.

Anderson, T. H., & Armbruster, B. B. (1984). Studying. In P. D. Pearson (Ed.), Handbook of reading research (pp. 657-680). Mahwah, NJ: Lawrence Erlbaum.

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Order of works with group authors or with no authors

- If a source is written by a group of authors with an indication on their association, order them by considering the first significant word of the name.
- Make sure that you use the full official names for associations.

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Reference entry for group authors

American Psychological Association. (2001).

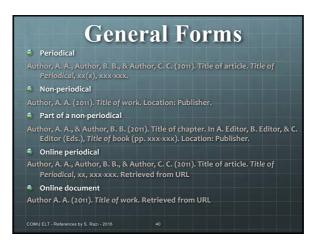
Publication manual (5th ed.). Washington,
DC: Author.

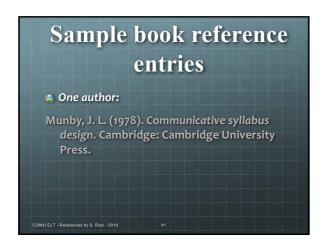
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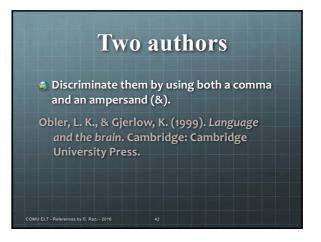
Sample for the title moving to the author's position If the title moves to the author position because of the inexistence of an author, alphabetize the entry by considering the first significant word in the title. Central European University. (2011). Center for academic writing. Retrieved from http://www.ceu.hu/caw











More than two authors Discriminate each of them by using commas and before the last author also add an ampersand (&).

Colombo, G., Cullen, R., & Lisle, B. (1992).

Rereading America: Cultural contexts for critical thinking and writing. Boston, MA:
Bedford Books of St. Martin's Press.

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Edited collections

The initials of the author(s) follow the author surname whereas the initials precede the surname for editors.

Carrell, P. L. (1988). Introduction: Interactive approaches to second language reading. In P. L. Carrell, J. Devine, & D. E. Eskey (Eds.), Interactive approaches to second language reading (pp. 1-7). New York, NY: Cambridge University Press.

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Book, corporate author

For the books written by an organization rather than an identified author, use the name of organization in the author position.

National Research Council. (2000). How people learn: Brain, mind, experience, and school (Expanded ed.). Washington, DC:
National Academy Press.

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Book, no author, or editor

If there is no identified author or editor for the book, then use the title of the book in author position.

Longman active study dictionary of English. (1983). Essex: Longman.

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Book third edition

- Do not indicate the first edition of a book.
- Indicate the second, third, and so on editions of a book.
- Do not italicize the information related with edition in the reference entry.

Cook, V. (2001). Second language learning and language teaching (3rd ed.). London: Edward Arnold.

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Book revised edition

- Indicate revised edition.
- Do not italicize this information in the entry.

Waldman, J. (1958). Rapid reading made simple: A comprehensive course for self-study and review (Rev. ed.). New York, NY: Doubleday.

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Non-English book

- If you borrow any information from a book which is not written in English; then, first give the original name of the book in italics and then in brackets provide English translation of this source.
- Remember that you are expected to translate the title on your own since the original source is not in English.

Razı, S. (2007). Okuma becerisi öğretimi ve değerlendirilmesi [Teaching and assessing the skill of reading]. İstanbul: Kriter.

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Translation of a book Begin your reference entry with reference to the original author. Give date of publication for the translated version. Provide the title in English. Following the title, in parentheses provide information about the translator. Add the publication date for the original book. Bourdieu, P. (2004). Science of science and reflexivity (R. Nice, Trans.). Chicago, IL: University of Chicago Press. (Original work published 2001)

Books or articles written by the same authors in the same year (1)

Çubukçu, F. (2008a). Enhancing vocabulary development and reading comprehension through metacognitive strategies. Issues in Educational Research, 18(1), 1-11.

Çubukçu, F. (2008b). How to enhance reading comprehension through metacognitive strategies. The Journal of International Social Research, 1-2, 83-93.

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Books or articles written by the same authors in the same year (2) Noda, M. (2003a). Evaluation in reading, In H. Nara & M. Noda

year (2)

Noda, M. (2003a). Evaluation in reading. In H. Nara & M. Noda

(Eds.), Acts of reading: Exploring connections in pedagogy of

Japanese (pp. 197-222). Honolulu, HI: University of Hawai'i

Press.

Noda, M. (2003b). Learning to read as a native speaker. In H. Nara & M. Noda (Eds.), Acts of reading: Exploring connections in pedagogy of Japanese (pp. 9-23). Honolulu, HI: University of Hawai'i Press.

Noda, M. (2003c). Reading as a social activity. In H. Nara & M. Noda (Eds.), Acts of reading: Exploring connections in pedagogy of Japanese (pp. 24-37). Honolulu, HI: University of Hawai'i Press.

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Books or articles written by the same authors in the same year (3)

Oxford, R. L. (2001a). Language learning strategies. In R. Carter & D. Nunan (Eds.), The Cambridge guide to teaching English to speakers of other languages (pp. 166-172). Cambridge: Cambridge University Press.

Oxford, R. L. (2001b). Language learning styles and strategies. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (pp. 359-366). Boston, MA: Heinle & Heinle.

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Periodical article reference entries

- Discriminate journals:
 - paginated by volume
 - paginated by issue.
- If the journal is paginated by volume, do not add issue number.
- If the journal is paginated by issue, add issue number.
- Italicize the name of the journal and volume number but not the issue number.

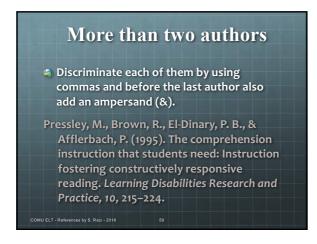
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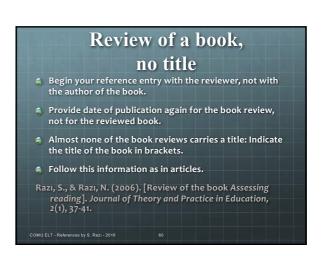
Journals paginated by volume Phakiti, A. (2003). A closer look at gender and strategy use in L2 reading. Language Learning, 53, 649-702.

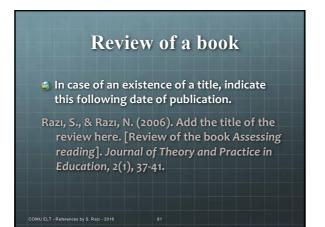
Journals paginated by issue Chistolini, S. (2010). Identity and ethics of the profession in eight countries a comparative research. The International Journal of Research in Teacher Education, 1(3), 20-25.







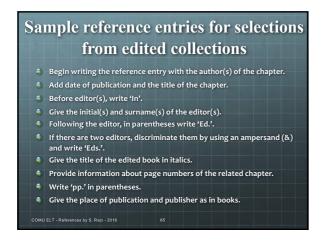








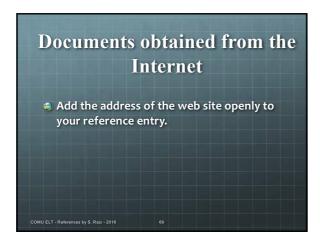


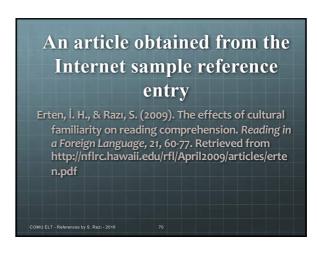




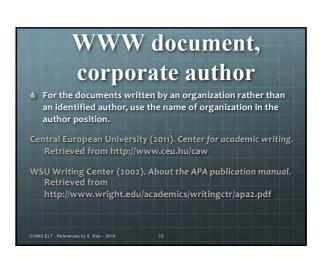
Two authors Discriminate them by using an ampersand (&). Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies. In M. Wittrock (Ed.), Handbook of research on teaching (pp. 315-327). New York, NY: Macmillan.

A book with an editor and a series editor If you refer to a chapter in an edited collection in a series, provide information about both the series editor and volume editor. Teasdale, A. (1996). Content validity in test for well-defined LSP domains: An approach to defining what is to be tested. In M. Milanovic (Series Ed.) & M. Milanovic & N. Saville (Vol. Eds.), Studies in language testing: Performance testing, cognition and assessment (Vol. 3, pp. 211-230). Cambridge: Cambridge University Press.



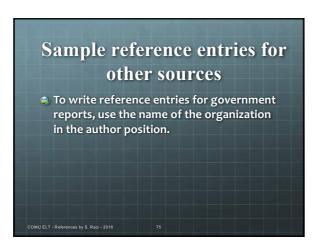


WWW document If you borrow any information from a web page, give author details and date of publication for the web site. Continue with the title of the page in italics. Provide information about the date of retrieval and source. Hughes, J. (2007). Reading process. Retrieved from http://faculty.uoit.ca/hughes/Reading/Reading Process.html



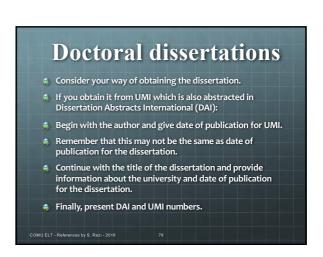
WWW document, no author If there is no identified author or editor for the document, use the title in author position. Academic writing. (2011). Retrieved from http://www.waylink-english.co.uk/?page=60000

WWW document, no author, no date For the documents without date of publication, use 'n.d.' to represent 'no date'. Referencing. (n.d.). Retrieved from http://www.aut.ac.nz/resources/library/referencing.pdf









Doctoral dissertation abstracted in DAI and obtained from UMI

Chang, D. M. (2007). Comparing the effects of traditional vs. non-traditional reading instruction on level of reading comprehension, and use of metacognitive reading strategies in EFL learners in Taiwan. (Doctoral dissertation, La Sierra University, 2006). Dissertation Abstracts International, 67 (07). (UMI No. 3227046)

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Doctoral dissertation abstracted in DAI and obtained from the university

If you obtain a DAI abstracted dissertation from the university library, not from UMI, do not present UMI number.

Talbot, D. C. (1997). Metacognitive strategy training for reading: Developing second language learners' awareness of expository text patterns. (Doctoral dissertation, University of Hong Kong, Pokfulam, Hong Kong, 1995). Dissertation Abstracts International, 57, 10.

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Unpublished doctoral dissertation

- Do not write the name of the country for the universities in the USA.
- If the name of the university includes the name of the state, do not repeat the name of state.

Erten, İ. H. (1988). Vocabulary learning strategies: An investigation into the effect of perceptual learning styles and modality of word presentation on the use of vocabulary learning strategies. Unpublished doctoral dissertation, University of Exeter-the UK.

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Unpublished master thesis, university outside the US

Razı, S. (2004). An investigation into the impact of cultural schema and reading activities on reading comprehension.
Unpublished master's thesis, Çanakkale
Onsekiz Mart University, Çanakkale,
Turkey.

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Unpublished manuscript not submitted for publication

- Begin the entry as in articles.
- Do not mention the name of any journal.

Razı, S. (2011). An investigation into the impact of metacognitive reading strategy training programme: METARESTRAP. Unpublished manuscript.

DMU ELT - References by S. Razı - 2016

Unpublished manuscript with a university cited

If you know the author's affiliation for an unpublished manuscript which is not submitted for publication to a journal, add the information about the university to the end of the entry.

Razı, S. (2011). Learning strategy preferences of advanced EFL learners. Unpublished manuscript, Çanakkale Onsekiz Mart University, Çanakkale, Turkey.

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Manuscript in progress or submitted for publication but not accepted yet Indicate this at the end of the reference entry. Köksal, D., & Razı, S. (2011). An investigation into the ELT professionals' research culture in Turkey. Manuscript submitted for publication.

Conclusion After practising in-text citation rules in the previous chapters, you have learned how to write your reference list in relation with the sources you use in your paper. This chapter provided explanation on APA rules about writing reference entries. In the following chapter, you will be expected to use these rules to write reference lists appropriately.



