



Writing List of References

by S. Razi
www.saltmrizi.com
COMU ELT Department

Pre-questions

- What are the three types of information required for in-text citation?
- Is it possible to find the related source by using the information given in the body of the text?
- Then, why do you integrate in-text citations into your paper?
- Why do you need a reference list?
- What should be included in a reference list?

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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.

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General rules on references

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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 unsuccessful second language learners. *System*, 5, 110-123.

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No-date of publication

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

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6

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.

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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.

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A book, an edited collection, and a journal article

Alderson, J. C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.

Anderson, N. J. (2005). L2 learning strategies. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 757-771). New Jersey, NJ: Lawrence Erlbaum.

Aron, H. (1986). The influence of background knowledge on memory for reading passages by native and nonnative readers. *TESOL Quarterly*, 20, 136-140.

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Some rules

- 🌐 List the surnames and initials of all authors including corresponding author and co-authors.
- 🌐 Discriminate multiple sources from each other in the body of the paper by using semi-colons.
- 🌐 Discriminate each author by using commas in the reference list.
- 🌐 Add an ampersand (&) before the surname of the last author.

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A multiple-author source

Guthrie, J. T., Van Meter, P., Hancock, G. R., Alao, S., Anderson, E., & McCann, A. (1998). Does concept-oriented reading instruction increase strategy use and conceptual learning from text? *Journal of Educational Psychology*, 90, 261-278.

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Abbreviations in references

- 🌐 Familiarize yourself with the accepted abbreviations commonly used in reference entries.
- 🌐 Examine the following list which is borrowed from APA Publication Manual (2001, p. 217).
- 🌐 Remember that capitalization matters in these abbreviations.

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List of abbreviations (APA, 2001, p. 217)

| | |
|------------|-------------------------|
| chapters | chapter |
| ed. | edition |
| Rev. ed. | revised edition |
| 2nd ed. | second edition |
| Ed. | Editor |
| Eds. | Editors |
| Trans. | Translator(s) |
| n.d. | no date |
| p. | page |
| pp. | from page to page |
| Vol. | Volume (as in Vol. 4) |
| vols. | volumes (as in 4 vols.) |
| No. | Number |
| Pt. | Part |
| Tech. Rep. | Technical Report |
| Suppl. | Supplement |

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Publisher's location

- For nonperiodical publications (e.g., books & dissertations), give the location of the publication.
- This includes the name of the city and state for the publishers in the USA.
- For publishers from outside the USA, the province depends on its applicability.
- Also add the name of the country for publishers from outside the USA.
- In case of the existence of the name of state in the name of university for example; then, do not repeat this information in the publisher location.
- When you refer to the states in the USA, abbreviate them as two letters in accordance with US Postal Service.

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Arabic numerals

- In references, use Arabic numerals all the time.
- E.g.: To write a reference entry for a journal, indicate its volume number by using '4', not 'IV'.
- In case of the existence of a roman numeral in the title of any publication; then, it needs to remain as it is in the original version.

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Alphabetizing names

- Arrange reference entries alphabetically.
- Pay attention to every individual letter.
- Examine the following rules about alphabetizing the reference entries.

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Nothing precedes something

- Anders, N. J.
- Anderson, B. B.

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Sample prefix order

- When you are ordering the prefixes of M', Mc, and Mac; alphabetize them literally by disregarding the apostrophe.
- MacLean, M.
- McDonough, S.
- M'Leish, A.

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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.waylink-english.co.uk/?page=60000>

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One-author entries

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

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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.

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One-author entries vs. multiple-author entries beginning with the same surname

- 🌐 Discriminate the ones written by a single author.
- 🌐 First, present the entries for single author sources.
- 🌐 Then, list the sources with multiple authors by considering the second authors' surnames.

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One-author entries vs. multiple-author entries beginning with the same surname

Alderson, J. C. (1984). Reading in a foreign language: A reading problem or a language problem? In J. C. Alderson & A. H. Urquhart (Eds.), *Reading in a foreign language* (pp. 169-182). Cambridge: Cambridge University Press.

Alderson, J. C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.

Alderson, J. C., Clapham, C., & Steel, D. (1997). Metalinguistic knowledge, language aptitude and language proficiency. *Language Teaching Research*, 1, 93-121.

Alderson, J. C., & Lukmani, Y. (1989). Cognition and reading: Cognitive levels as embodied in test questions. *Reading in a Foreign Language*, 5, 253-270.

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References with the same first author and different second or third authors

- 🌐 Take the surnames of the second authors into consideration.
- 🌐 In case of similarity with the second author; then, continue with the subsequent one.

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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.

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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.

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Sample 3: the same first, second, and third authors and different fourth or subsequent authors

O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Küpper, L., & Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning*, 35, 21-46.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, R. P., & Küpper, L. (1985). Learning strategy application with students of English as a second language. *TESOL Quarterly*, 19, 557-584.

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References with the same authors

🌐 In case of referring to the same group of authors, arrange them by taking year of publication into consideration.

🌐 The earlier one appears the first.

Oxford, R. L., & Ehrman, M. (1988). Psychological type and adult language learning strategies: A pilot study. *Journal of Psychological Type*, 16, 22-32.

Oxford, R. L., & Ehrman, M. (1995). Adult's language learning strategies in an intensive foreign language program in the United States. *System*, 23, 359-386.

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References by the same author in the same year

🌐 If you use more than one source written in the same year by the same author, discriminate these sources by adding a, b, c, and so on.

🌐 These letters must be lowercase.

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The same author in the same year


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*. Boston, MA: Heinle & Heinle.

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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 initials.

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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, self-regulation, and other more mysterious mechanisms. In F. E. Weinert & R. H. Kluwe (Eds.), *Metacognition, motivation, and understanding* (pp. 65-116). Hillsdale, NJ: Lawrence Erlbaum.

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>

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Activity: Identifying types of sources

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References

- Academic writing*. (2011). Retrieved from <http://www.waylink-english.co.uk/?page=60000>
- American Psychological Association. (2001). *Publication manual* (5th ed.). Washington, DC: Author.
- Barnett, M. A. (1988). Reading through context: How real and perceived strategy use affects L2 comprehension. *Modern Language Journal*, 72, 150-162.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York, NY: Longman.
- Celce-Murcia, M. (Ed.) (2001). *Teaching English as a second or foreign language*. Boston, MA: Heinle & Heinle.
- Eskey, D. E. (2005). Reading in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 563-579). Mahwah, NJ: Lawrence Erlbaum.
- Guthrie, J. T., Schafer, W., Wang, Y. Y., & Afflerbach, P. (1995). Relationships of instruction to amount of reading: An exploration of social, cognitive, and instructional connections. *Reading Research Quarterly*, 30, 8-25.
- Nara, H., & Noda, M. (Eds.) (2003). *Acts of reading: Exploring connections in pedagogy of Japanese*. Honolulu, HI: University of Hawai'i Press.
- National Research Council. (2000). *How people learn: Brain, mind, experience, and school* (Expanded ed.). Washington, DC: National Academy Press.
- Nist, S. L., & Holschuh, J. L. (2000). Comprehension strategies at the college level. In R. Flippo & D. Caverly (Eds.), *Handbook of college reading and study strategy research* (pp. 75-104). Mahwah, NJ: Erlbaum.
- Nyikos, M., & Oxford, R. (1993). A factor analytic study of language-learning strategy use: Interpretations from information-processing theory and social psychology. *The Modern Language Journal*, 77, 11-22.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

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General Forms

Periodical

Author, A. A., Author, B. B., & Author, C. C. (2011). Title of article. *Title of Periodical*, xx(x), xxx-xxx.

Non-periodical

Author, A. A. (2011). Title of work. Location: Publisher.

Part of a non-periodical

Author, A. A., & Author, B. B. (2011). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: Publisher.

Online periodical

Author, A. A., Author, B. B., & Author, C. C. (2011). Title of article. *Title of Periodical*, xx, xxx-xxx. Retrieved from URL

Online document

Author A. A. (2011). Title of work. Retrieved from URL

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Sample book reference entries


One author:

Munby, J. L. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.

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Two authors

 Discriminate them by using both a comma and an ampersand (&).

Obler, L. K., & Gjerlow, K. (1999). *Language and the brain*. Cambridge: Cambridge University Press.

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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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49

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)

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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 (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.

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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.

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One author

Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25, 375-406.

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57

Two authors


 Discriminate them by using both a comma and an ampersand (&).

Mogogwe, J. M., & Oliver, R. (2007). The relationship between language learning strategies, proficiency, age and self-efficacy beliefs: A study of language in Botswana. *System*, 35, 338-352.

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More than two authors


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


Pressley, M., Brown, R., El-Dinary, P. B., & Afflerbach, P. (1995). The comprehension instruction that students need: Instruction fostering constructively responsive reading. *Learning Disabilities Research and Practice*, 10, 215-224.


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Review of a book, no title

 Begin your reference entry with the reviewer, not with the author of the book.

 Provide date of publication again for the book review, not for the reviewed book.

 Almost none of the book reviews carries a title: Indicate the title of the book in brackets.


 Follow this information as in articles.

Razi, S., & Razi, N. (2006). [Review of the book *Assessing reading*]. *Journal of Theory and Practice in Education*, 2(1), 37-41.

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Review of a book


 In case of an existence of a title, indicate this following date of publication.

Razi, S., & Razi, N. (2006). Add the title of the review here. [Review of the book *Assessing reading*]. *Journal of Theory and Practice in Education*, 2(1), 37-41.

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Magazine article


 Since magazines are published monthly, give month for date of publication along with the year.

Van Roosom, J. (2009, March). A bridge between young people and science. *Research EU*, pp. 38-39.

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Newspaper article


 As newspapers and some magazines are published either daily or weekly, write the date of publication openly including day, month, and year.

Pepper, T. (2005, January 17). Getting to know you. *Newsweek*, pp. 44-47.

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Journal article, in press











 Provide the name of the journal but do not mention any volume or issue numbers.

Razi, S. (in press). An integrated approach to establish validity and reliability of reading tests. *The International Journal of Research in ELT*.

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Sample reference entries for selections from edited collections

-  Begin writing the reference entry with the author(s) of the chapter.
-  Add date of publication and the title of the chapter.
-  Before editor(s), write 'In'.
-  Give the initial(s) and surname(s) of the editor(s).
-  Following the editor, in parentheses write 'Ed.'.
-  If there are two editors, discriminate them by using an ampersand (&) and write 'Eds.'.
-  Give the title of the edited book in italics.
-  Provide information about page numbers of the related chapter.
-  Write 'pp.' in parentheses.
-  Give the place of publication and publisher as in books.

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One author

Wallace, C. (2001). Reading. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 21-27). Cambridge: Cambridge University Press.

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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.

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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.

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Documents obtained from the Internet

- Add the address of the web site openly to your reference entry.

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An article obtained from the Internet sample reference entry

Erten, İ. H., & Razi, S. (2009). The effects of cultural familiarity on reading comprehension. *Reading in a Foreign Language*, 21, 60-77. Retrieved from <http://nflrc.hawaii.edu/rfl/April2009/articles/erten.pdf>

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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/ReadingProcess.html>

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WWW document, corporate author

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

Central European University (2011). *Center for academic writing*. Retrieved from <http://www.ceu.hu/caw>

WSU Writing Center (2002). *About the APA publication manual*. Retrieved from <http://www.wright.edu/academics/writingctr/apaz.pdf>

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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>

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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>

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Sample reference entries for other sources

- To write reference entries for government reports, use the name of the organization in the author position.

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Government report sample reference entry

The Federal Interagency Forum on Child and Family Statistics. (2011). *America's children: Key national indicators of well-being*. Washington DC: US Government Printing Office. Retrieved from http://www.childstats.gov/pdf/ac2011/ac_11.pdf

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Unpublished conference paper

- Give speaker details, provide date of meeting including month and year, continue with the title of the speech in italics, and give details of the meeting such as the theme of the conference, the city, and the country.

Grabe, W. (2003, May). *From theory to practice in L2 reading*. Paper presented at the third international ELT research conference, Languages for life, Çanakkale, Turkey.

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Doctoral dissertations

- Consider your way of obtaining the dissertation.
- If you obtain it from UMI which is also abstracted in Dissertation Abstracts International (DAI):
- Begin with the author and give date of publication for UMI.
- Remember that this may not be the same as date of publication for the dissertation.
- Continue with the title of the dissertation and provide information about the university and date of publication for the dissertation.
- Finally, present DAI and UMI numbers.

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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


Razi, 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.

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

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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.

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

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84

Manuscript in progress or submitted for publication but not accepted yet

🌐 Indicate this at the end of the reference entry.

Köksal, D., & Razi, S. (2011). *An investigation into the ELT professionals' research culture in Turkey*. Manuscript submitted for publication.

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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.

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ben biraz fena
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The End