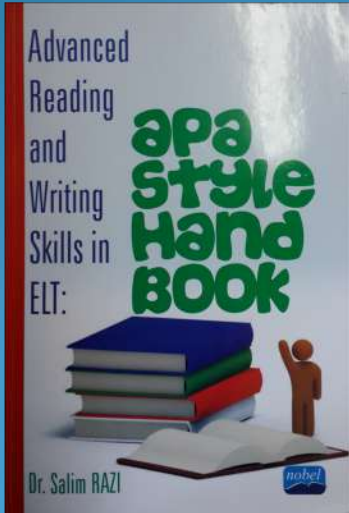




# Presenting In-Text Citations



by S. Razi

[mwww.salimrazi.com](http://mwww.salimrazi.com)

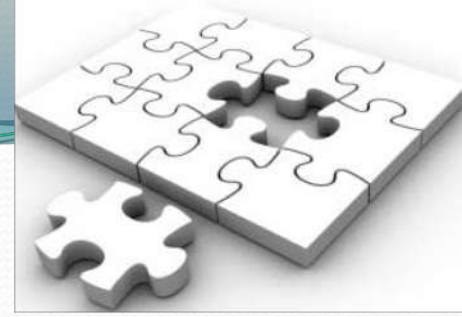
**COMU ELT Department**

# Pre-Questions



- What are the three elements of in-text citations?
- When do we need to use page numbers?
- Which verbs can you use to introduce your citations?
- Is it possible to indicate your point of view with the help of presentation verbs? Can you give any examples?
- Do we have to write the surname of the author and date of publication in parentheses all the time?

# Content



- In an academic paper, refer to other sources to persuade your readers.
- Blending other sources into your study requires
  - quoting,
  - paraphrasing, and
  - summarizing.
- There are various ways to present them.

# Introduction:

## Presenting in-text citations



- In an academic paper, refer to other sources to persuade your readers.
- Blinding other sources into your study requires
  - quoting,
  - paraphrasing, and
  - summarizing.
- There are various ways to present them.



# Presentation of reporting

- To acknowledge other researchers' ideas, you can refer to *reporting*.
- It includes
  - paraphrases and
  - summaries.
- There are several ways of reporting.

# Samples of reporting

- Reid (1998) claims that learners' strategy choice is under the impact of their learning styles.
  - Presents Reid's opinion which you disagree with.
- Reid (1998) indicates that learners' strategy choice is under the impact of their learning styles.
  - Provides Reid's opinion which you agree with.
- Learners' strategy choice is under the impact of their learning styles (Reid, 1998).
  - Indicates your opinion which is supported by Reid.

# Common phrases to introduce citations

- In the words of Anderson (1999), successful readers have a tendency to monitor their comprehension.
- **According to Hare and Smith (1982), monitoring comprehension and using remedial strategies appropriately are characteristics of good readers.**
- **In Wallace's (1992) view, weak readers do not enjoy reading as they rarely pay attention to the text; therefore, they read little.**



# Common verbs

## to present citations

- Familiarize yourself with commonly used verbs to present citations.
- Be careful about the specific meaning that each verb carries.
- Your aim in writing your paper should match with presentation of the citation.
- **'Say'**: makes your paper informal.



# Sample Citation Presentations

- ***argue***

Brown (2001) argues that in case of a matching the readers' schemata with the topic of the text, it will be easier for the reader to make sense of it.

- ***call***

Reading does not always result in comprehension of the text which is called as short circuit by Goodman (1988).

- ***claim***

Kuhn (2000) claims that meta-level operations have their ultimate impact on procedural knowledge.

# Sample Citation Presentations

- ***comment***

Commenting on Carver's (1997) gears in reading, Anderson (1999) indicates that a 200 wpm reading rate would be a realistic aim in FL reading classes.

- ***conclude***

Alderson (2000) concludes that it is almost impossible to identify the difficulty of a text absolutely.

- ***consider***

Learner beliefs are also considered to affect any aspect in educational practice by Oxford (1993).

# Sample Citation Presentations

- ***counter***

Jung (2009) counters the idea that cognitive strategies have an impact on reading performance.

- ***define***

Metacognition is defined as “knowledge and cognition about cognitive phenomena” by Flavell (1979, p. 906).

- ***demonstrate***

Grabe and Stoller (2002) demonstrate the process of reading by indicating the basic steps involved in it.



# Sample Citation Presentations

- *designate*

Alternatively, Widdowson (1980) designates another interaction between the text and readers.

- *discuss*

Grabe (1997) discusses instruction in text structure and reading strategy instruction overlap.

- *examine*

Waldman (1958) examines the physical factors related with eyes and blames them for the lack of reading comprehension.

# Sample Citation Presentations

- *explain*

Ur (1996) explains that when readers start reading a text, they are required to focus on decoding the letters to understand what words mean.

- *identify*

Pressley and Woloshyn (1995) identify ‘mental imagery’ and ‘mnemonic imagery’ as individual reading strategies.

- *imply*

Grabe and Stoller (2002) imply that in bottom-up models readers follow a mechanical pattern by forming a piece-by-piece mental translation of the input from the text without referring to their background knowledge.

# Sample Citation Presentations

- ***indicate***

McKeachie (1999, p. 145) indicates that for many people reading “is simply to pass one’s eyes over the words”; however it is essential to be aware of the different aims between reading various types of texts.

- ***insist***

Goodman (1988, p. 11) insists two views on reading; with the first one he accepts it as “matching sounds to letters”, and with the second one he indicates that it is a mystery, that “nobody knows how reading works”.

- ***maintain***

McDonough (2002) maintains that “information processing is independent of the issue of conscious awareness” (p. 70).



# Sample Citation Presentations

- ***note***

Hedge (2000) also notes that such strategies can become operational only through practice which can be provided by extensive reading.

- ***observe***

Adams and Brody (1995) observe that readers may need to spend some extra time in developing skills when they feel themselves unfamiliar with this method but familiarization to the method will assist them to better spend their time.

- ***point out***

Anderson (2005) points out that although strategies can be identified individually, they are not utilized in isolation; therefore teaching repertoires of reading strategies are encouraged other than focusing on a single one.

# Sample Citation Presentations

- ***regard***

As Goodman (1988) regards reading as a psycholinguistic process which starts with the writer's encoding of linguistic surface representation, only at the last step is the reader able to construct meaning intended by the writer.

- ***reveal***

Chastain (1988) reveals that readers recreate the writer's intended meaning by activating their background and linguistic knowledge.

- ***state***

Cook (1987) states that schema theory assists to explain readers' comprehension problems and suggests the kind of background knowledge they need.

# Sample Citation Presentations

- ***suggest***

To develop automaticity, Anderson (1994) suggests asking readers to recognize graphic stimuli in the order of letter, word, and phrase.

- ***suppose***

Learning strategies are supposed to be fostering learners' autonomy in language learning (Holec, 1981).

- ***write***

Anderson (1999) writes that extensive reading is one of the characteristics of good readers who are masters of decoding skills with the capability of decoding multiletter units.



# Nuances in meaning

- Present your citations in a variety of ways.
- Be careful about the nuances in meaning.
- They may indicate your
  - agreement or
  - disagreement.

# To show your agreement

- The work of Handyside (2007) aims to investigate the impact of metacognitive training on reading comprehension.
- The work of Handyside (2007) reveals the vital effect of language proficiency on reading comprehension.
- The work of Handyside (2007) shows that language proficiency has an impact on reading comprehension.
- Turning to Handyside (2007), one finds that language proficiency has an impact on reading comprehension.
- Reference to Handyside (2007) reveals that language proficiency has an impact on reading comprehension.
- As Handyside (2007) points out language proficiency has an impact on reading comprehension.
- As Handyside (2007) has indicated language proficiency has an impact on reading comprehension.
- A study by Handyside (2007) shows that language proficiency has an impact on reading comprehension.
- Handyside (2007) has drawn attention to the fact that language proficiency has an impact on reading comprehension.
- Handyside (2007) argues that language proficiency has an impact on reading comprehension.
- Handyside (2007) points out that language proficiency has an impact on reading comprehension.
- Handyside (2007) makes clear that language proficiency has an impact on reading comprehension.

# Not to show your opinion

- According to Handyside (2007), language proficiency has an impact on reading comprehension.
- It is the view of Handyside (2007) that language proficiency has an impact on reading comprehension.
- The opinion of Handyside (2007) is that language proficiency has an impact on reading comprehension.
- In an article by Handyside (2007), it is clear that language proficiency has an impact on reading comprehension.
- Research by Handyside (2007) suggests that language proficiency has an impact on reading comprehension.
- Handyside (2007) has expressed a similar view.
- Handyside (2007) reports that language proficiency has an impact on reading comprehension.
- Handyside (2007) notes that language proficiency has an impact on reading comprehension.
- Handyside (2007) states that language proficiency has an impact on reading comprehension.
- Handyside (2007) observes that language proficiency has an impact on reading comprehension.
- Handyside (2007) concludes that language proficiency has an impact on reading comprehension.
- Handyside (2007) argues that language proficiency has an impact on reading comprehension.
- Handyside (2007) found out that language proficiency has an impact on reading comprehension.
- Handyside (2007) discovered that language proficiency has an impact on reading comprehension.



# To show your objection

- Handyside (2007) claims that language proficiency has an impact on reading comprehension.
- The work of Handyside (2007) asserts that language proficiency has an impact on reading comprehension.
- Handyside (2007) feels that language proficiency has an impact on reading comprehension.

# Draw conclusions

- After you provide evidence for the discussion, draw conclusion in relation with your discussion.
- The following phrases may help you draw conclusions.

# Concluding remarks

- The evidence seems to indicate that language proficiency has an impact on reading comprehension.
- Therefore, it should be recognised that language proficiency has an impact on reading comprehension.
- The indication is therefore that language proficiency has an impact on reading comprehension.
- It is clear therefore that language proficiency has an impact on reading comprehension.
- Thus, it could be concluded that language proficiency has an impact on reading comprehension.
- The evidence seems to be strong that language proficiency has an impact on reading comprehension.
- On this basis, it may be inferred that language proficiency has an impact on reading comprehension.
- Given this evidence, it can be seen that language proficiency has an impact on reading comprehension.



# Samples of integral reporting

- **Oxford (2001)** indicates that social strategies not only foster learning but also relieve learners to realize the new culture.
- Social strategies not only foster learning but also relieve learners to realize the new culture is indicated by **Oxford (2001)**.

# Samples of

## non-integral reporting

- Social strategies not only foster learning but also relieve learners to realize the new culture (**Oxford, 2001**).
- Although reading strategies have long been studied, regrettably reading researchers have not yet agreed on its definition as the term has been utilized either in L1 or FL settings (**Cohen, 1998**); and despite the abundance of research studies, there has been a lack of consensus on a clear categorization of reading strategies among methodologists.

# Avoid being monotonous

- To avoid being monotonous in your paper, refer to various ways of introducing citations.
- Blend quotations, paraphrases, and summaries.
- Consider the following paragraph.

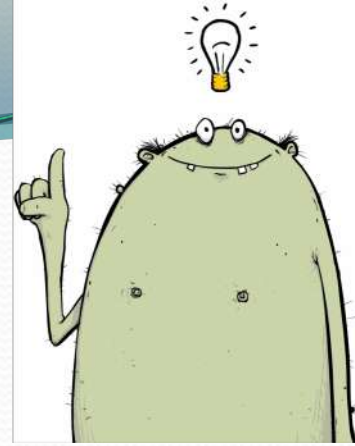


Carrell (1988) explains *bottom* as the smallest units such as 'letters and words' and *top* as a larger unit such as 'phrases and clauses'. Similar to this, Anderson (1999) reveals that in this piece-by-piece mental translation process, readers firstly recognise letters; then, by the help of these letters they are able to recognise words, and finally readers comprehend the text by combining the words that they recognised previously. Aebersold and Field (1997) maintain that readers become so automatic in recognizing such small units that they are unaware of handling of this process. According to Brown (2001), such operations entail complicated knowledge of English language. In this respect, the bottom-up process of reading is considered to be a *serial model* as reading starts with the printed word and continues with the recognition of graphic stimuli, decoding them to sound, recognising words, and decoding meanings (Alderson, 2000). Bottom-up reading is considered to be "decoding written symbols into their aural equivalents in a linear fashion" (Nunan, 1999, p. 252). Thus, bottom-up reading strategies are followed by readers who are low in proficiency as achieving the meaning is dependent on readers' success at each step (Salataci, 2000).

# 4 ways of presenting quotations:

- **Rubin (1975, p. 43)** regards language learning strategies as “techniques or devices which a learner may use to acquire knowledge”.
- According to **Rubin (1975)**, language learning strategies are “techniques or devices which a learner may use to acquire knowledge” (**p. 43**).
- According to **Rubin**, language learning strategies are “techniques or devices which a learner may use to acquire knowledge” (**1975, p. 43**).
- Language learning strategies are regarded as “techniques or devices which a learner may use to acquire knowledge” (**Rubin, 1975, p. 43**).

# Conclusion



- Familiarize yourself with the three common ways of incorporating other sources into your paper:
  - quotations, paraphrases, and summaries.
- Consider various ways of presenting in-text citations.
- In the following class, you will
  - learn how to avoid plagiarism.



*The End*