



# Introduction to In-Text Citations

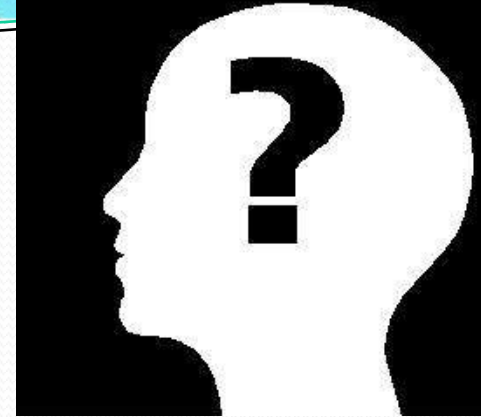
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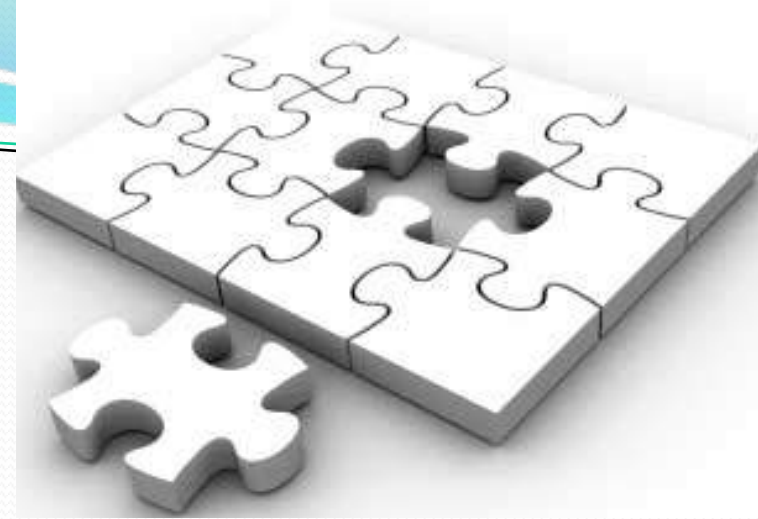
# Pre-Questions

- In your academic papers, how do you try to persuade your readers?
- Do you refer to other sources while writing? Why? / Why not?
- When you refer to other sources, how do you indicate your readers that the ideas do not belong to you?
- What do quotation marks indicate?



# Content

- Definition of citation
- In-text citations
- APA style
- Quotations
- Paraphrases
- Summaries
- Basic in-text citation rules
- Conclusion
- Assignment 2



# Introduction: In-text citations



- In academic papers, refer to other sources to persuade your readers.
- Blending other sources into your study requires
  - quoting,
  - paraphrasing, and
  - summarizing.



# What does citation mean?



# What does citation mean?

- Inform your readers that you borrowed the ideas from other sources.
- While using the borrowed idea, add some information about the author of the original idea.
- Such information is called in-text citation.
- It usually includes
  - the surname of the author,
  - date of publication, and
  - sometimes page number(s).
- Also add a reference list to give the other details of the sources.



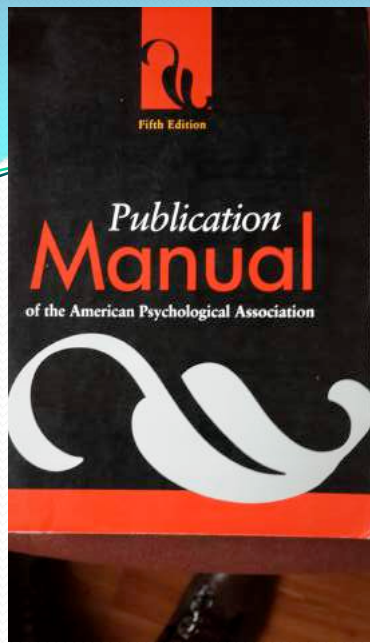
# What is a style?



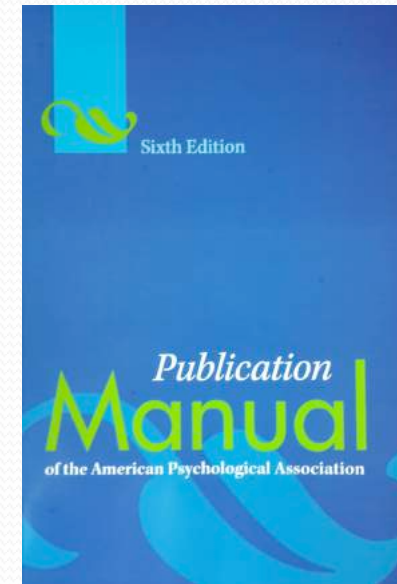
# What is a style?

- Follow a style in your academic paper.
- The most common two academic writing styles
  - APA (American Psychological Association) and
  - MLA (Modern Language Association).
- Most of the publication in the field of ELT is written in APA style.



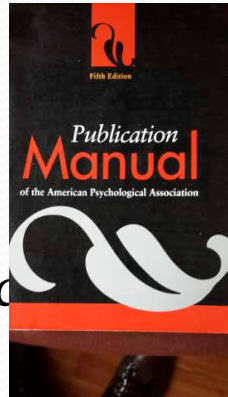
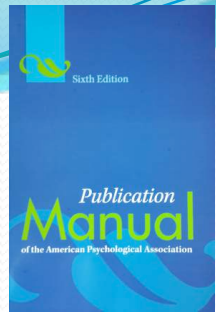


# What is APA style?



# What is APA style?

- APA is a specific type of academic writing style.
- Had an initial attempt to standardize academic papers in the field of psychology.
- APA rules have been adapted to the other fields.
- To write a paper in APA format, learn APA citations rules.
- APA rule reference book:
  - *The Publication Manual of the American Psychological Association*
  - Use the latest version of the book.
- <http://apastyle.apa.org/>.
  - Be careful about the other web sites on APA style since some of them present contradictory information about these rules.



# Application of APA rules

- APA manual specifically provides information for writing manuscripts in a standardized style.
- In the beginning, you may consider APA rules as overwhelming since every aspect of your paper is expected to conform to these rules.
- In case of suspect, check rules before you progress.

# Parenthetical documentation style

- APA requires the use of citations in the text.
- Two different views of acknowledging other sources in APA:
  - in-text citations through the surname of the author and date of publication.
  - providing other details about your in-text citations in the reference list.
- Sources in the text = reference list
- Following APA style makes it more comprehensible to your readers since they are familiar with reading this style of writing.
- Your readers will be able to find the required information easily in your academic paper.

# Three ways of blending other sources:

- Quoting,
- paraphrasing, and
- summarizing.

# Taking notes

- When you search relevant literature for your study, you may need to take notes.
- In case of taking notes, record
  - the surname of the author,
  - date of publication, and
  - page number(s).
- Readers can understand where the borrowed info comes from.
- When you refer to authorities in your field, you can show your readers that you have searched enough.

# Quotations

- Quotations are exactly identical to the original material.
- The quoted material must match the original text word for word.
- Write your paper by using your own words: Then, you should have strong reasons to quote directly.
  - For example, to indicate that an authority in your field supports your ideas.
- Quotations are also useful if you criticise any idea.
  - You can indicate the original idea to your readers without dealing with your own words that you oppose.
- If you think that the meaning will change when you paraphrase it; then, again you need to quote.

# Rules of quoting

- Academic writing requires more use of paraphrases rather than quotations.
- Do not copy related information from several sources and paste them all together in your paper.
- Introduce quotations and provide your analysis.
- Use double quotation marks to indicate the quoted part.
- Add the author's surname, date of publication, and page number(s).



# Consider the original text and quoted version.

- **Original text from Alderson (2000, p. 25)**

Moreover, what it means to be literate, how this literacy is valued, used and displayed, will vary from culture to culture.

- **The quoted text**

According to Alderson (2000, p. 25), “what it means to be literate, how this literacy is valued, used and displayed, will vary from culture to culture”.

# Connect quotations

- Make connections between your paper and the quotations you borrow.
- Refer to introductory words and phrases to indicate your readers that they are about to read a quoted expression.

# Punctuation in quotations

- Do not need to place the final commas and periods into quotations.
- If the quoted expression includes a question or an exclamation, use either question or exclamation mark along with the quoted expression.
- Consider the following samples:

# Samples on punctuation in quotations

- **Sample 1**

Chastain (1988, p. 222) examines process and defines it as “a system of operations in the production of something”.

- **Sample 2**

By defining reading as “the process of getting meaning from written language”, Fry (1977, p. 4) highlights the essential part of reading process.

- **Sample 3**

Alderson (2000) deals with research in relation with assessing reading and asks “how do we know what affects the assessment of reading?” (p. 85).

# Indicating emphasis in quotations

- If there is an emphasis in the original version of the quoted information; then, reflect it.
- Such emphasis may be through the use of *italics*, **bold**, highlight, and underline.
- Also signal that the emphasis belongs to the original author, not to you.
  - Add a phrase of [emphasis is original] following quotation.
- You can also add your own emphasis to a quoted expression.
  - Indicate it by adding [emphasis added] that the emphasis belongs to you, not to the original author.

# Samples on emphasis in quotations

- **Sample 1**

Waldman (1958, p. 5) endeavours to answer the question of how to become a more efficient reader and he indicates that “[t]he way to read both faster and better is to read, *read, read, –faster and better*” [emphasis is original].

- **Sample 2**

Alderson (2000, p. 123) examines the role of anxiety on reading comprehension and reveals that “the *anxiety* created by many testing settings will result in a different performance than other conditions” [emphasis added].

- It is also possible to indicate the type of emphasis you add to the quoted expression. Consider the following sample.

- **Sample 3**

Alderson (2000, p. 123) examines the role of anxiety on reading comprehension and reveals that “the *anxiety* created by many testing settings will result in a different performance than other conditions” [italics added].

# Academic writing rules inside quoted expressions

- If the quoted expression involves informal features, you can use them in quotation marks.

# Sample

- As one of the first proponents of behaviourism, Watson (1924) asks “Why don’t we make what we can *observe* the real field of psychology?” (p. 6).
- Watson, as the owner of the original idea, uses ‘we’
- Watson also uses a shortening in his sentence.



# Changes in quotation

- Indicate changes inside quoted material.
- In case of removing something from the original text, replace this missing text with an ellipsis and three periods surrounded by spaces.
- In case of inserting additional material into a quotation, use brackets.

# Sample

Carrell found that native ... readers used context and transparency to improve their comprehension. However, these subjects, contrary to prediction, recalled the unfamiliar ... [text] better than they recalled ... [the familiar]. None of the background knowledge factors influenced the high-intermediate L2 readers. For the advanced group of L2 readers only the familiarity factor influenced reading comprehension. They, like the L1 readers, recalled the unfamiliar ... [text] better than the more familiar ... [one]. (Roller & Matambo, 1992, p. 130).

# Single/double quotation marks

- If the quoted expression includes quotation marks; then, you need make an arrangement.
- To indicate the quoted expression, use double quotation marks.
- If any part of the borrowed information includes quotation marks; then, present them as single quotation marks.

# Sample

Razi (2010, p. 43) refers to Carrell (1988) who “explains bottom as the smallest units such as ‘letters and words’ and top as a larger unit such as ‘phrases and clauses’”.

# Block quotations

- Long quotation (block quotation): constitutes of 40 or more words.
- Introduce it with a full sentence.
- Do not place long quotations in quotation marks.
- Indent all lines from both sides.

# Sample

Shen (2005) investigated Chinese character learning strategies and the findings indicated that participants referred to metacognitive strategies much less than cognitive ones. Although it seems to be a complicated phenomenon, Shen aims to clarify it. She explains that as there is not a linear correlation between cognition and metacognition, they do not develop concurrently.

One reason for this may be that metacognition concerns knowledge of one's own cognitive processes and does not deal directly with processing incoming information. Thus the development of self-awareness related to a particular cognitive process ... might have to wait until the learner has accumulated a critical number of cognitive strategies. (Shen, 2005, p. 62)

Besides, Shen (2005) indicates that encountering learning problems provides them chances to think about how they acquire information; thus, possessing metacognitive knowledge does not guarantee its usage through metacognitive strategies.

# Paraphrases

- Restructure and reword the original material.
- Paraphrases are indispensable in academic writing since they save you from disorganizing your paper by frequently quoting directly from the original source.
- Present it in a new form by changing both the structure of the sentence and the words in it.
- Better control of your paper by integrating paraphrases in comparison to direct quotations.

# Rules about paraphrasing

- Paraphrases need to be attributed to the original materials.
- Provide a reference for your paraphrase.
- Try to shorten the original material a bit by condensing it.
- Paraphrase if you have an intension of transmitting the original ideas by including the details in them.
- Refer to the source by mentioning the surname of the author and date of publication.



# Sample paraphrase

- **Original text from Alderson (2000, p. 25)**

Moreover, what it means to be literate, how this literacy is valued, used and displayed, will vary from culture to culture.

- **The paraphrased text**

Alderson (2000) indicates that the meaning of being literate, its appreciation, usage, and demonstration differs in relation with culture.

# Basic steps to paraphrase



1. Read the original information, if necessary for several times, until you understand it correctly.
2. For most instances, you do not need word-to-word paraphrases. It means that you will provide basically the information that you need to support your claims. In this case, after reading the original text several times, it might be good idea to try to write down what you remember about it. In this way, you will be able to check your comprehension of the original material.
3. If you are experiencing problems in the second step; then, you may prefer changing the structure of the borrowed expression first. To do this, you may change the original expression from active to passive or from passive to active. Besides, it is also possible to break up long sentences and produce shorter ones, and also combine short sentences to produce a longer one.
4. Then, change lexical items in it. To do this, of course, it might be a good idea to work with synonyms of the lexical items. However, you may also try changing functions of some words. For example, you can turn nouns into verbs and adjectives to adverbs.

# Summaries

- Summarizing requires identifying the main ideas in the original text and then reflecting them to your readers with your organization.
- Like paraphrases, summaries also require restructuring and rewording the original material.
- However, the summarized version is much shorter than the original one since it only includes the main points.
- You need to summarize if you want to mention the most fundamental ideas in the original source.

# Sample on summarizing

- **Original text from Alderson (2000, p. 25)**

Moreover, what it means to be literate, how this literacy is valued, used and displayed, will vary from culture to culture.

- **Summarized version**

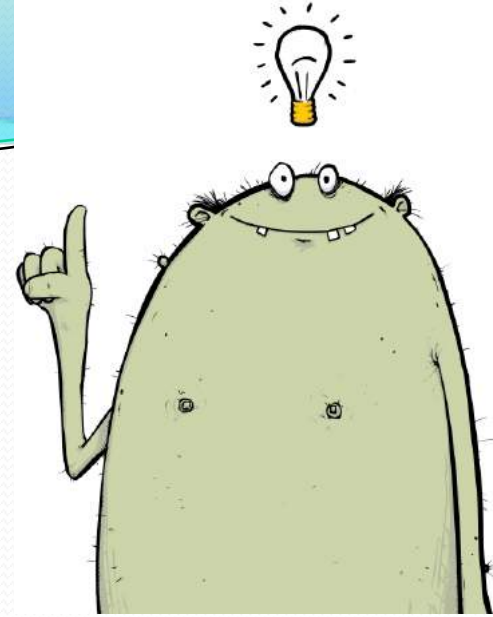
Alderson (2000) reveals that being literate differs in relation with culture.

# Reasons of reporting

- Several reasons for incorporating quotations, paraphrases, and summaries into your paper.
- They support your argument.
- They provide credibility to your paper by indicating your readers that you searched enough about your topic.
- They can exemplify your points.
- You can indicate your agreement or disagreement with other researchers.
- You can highlight an idea in your argument.

# Conclusion

- Three common ways of incorporating other sources into your paper: quotation, paraphrase, and summary.
- Consider your reasons for incorporating them.
- In the next chapter, you will learn various ways of presenting in-text citations.



# Assignment 2:

Examine the procedure of teaching English as a foreign language to young learners by giving specific emphasis to the role of using children's native language (mother tongue) in the classroom.



## Instructions

- Read the three sources that are about 'teaching English to young learners' carefully.
- Support your discussion by using the three sources listed below in accordance with APA (6<sup>th</sup> ed.) in-text citation rules .
- You are not allowed to use any other sources. CITE ONLY THE SOURCES THAT I PROVIDE, NOTHING ELSE.
- DO NOT ATTACH A REFERENCE LIST TO YOUR PAPER!

**Length:** Between 500-650 words (It means NOT LESS THAN 500 WORDS and NO MORE THAN 650 WORDS!).

## References

- House, S. (1997). *An introduction to teaching English to children*. London: Richmond.
- Phillips, S. (2001). *Young learners* (8th impression). Oxford: Oxford University Press.
- Puchta, H., & Williams, M. (2011). *Teaching young learners to think: ELT-activities for young learner aged 6 – 12*. London: Helbling Languages.

*The End*