

American Psychological Association Rules (APA) rules for in-text citations

<https://owl.english.purdue.edu/owl/resource/560/1/>

General rules (1)

- ♦ APA uses the **author-date** method of in-text citation.
- ♦ = to credit the author you need to indicate **the author's last name** and **the year of publication** and optionally the page number from the publication
- ♦ there are **three types of in-text** citations and there are different rules for each of them

General rules (3) types of in-text author citations

1. **summarising** the idea of the **whole** publication
2. **paraphrasing** a specific idea(s) from a specific page (s) in the publication
3. quoting **directly** from the publication

General rules (4)

1. to summarise the idea of the whole publication = state the author's **last name** and the **year of publication**:
 - (Author, Year of publication)
 - (Jones, 1998)

General rules (5)

2. paraphrasing a specific idea(s) from a specific page (s) in the publication = state the author's last name, the year of publication and the page number(s)
 - (Author, Year of publication, p. Page number) OR (Author, Year of publication, pp. Page number-Page number)
 - (Jones, 1998, p. 76) OR (Jones, 1998, pp. 76-79)

General rules (6)

3. to quote directly = state the author's **last name, the year** of publication and **the page number(s)**
- (Author, Year of publication, p. Page number) OR (Author, Year of publication, pp. Page number-Page number)
 - (Jones, 1998, p. 76) OR (Jones, 1998, pp. 76-79)

For example



INTRODUCING APPLIED LINGUISTICS

Concepts and Skills

Susan Hunston and David Oakey

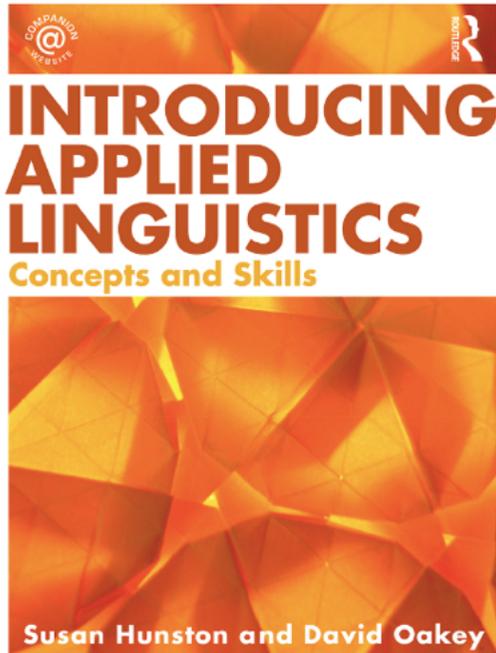
SECTION 1: KEY CONCEPTS IN APPLIED LINGUISTICS

I DESCRIBING ENGLISH

1	Introduction to chapter 1 Three reasons why: <i>Dave Willis</i>	1 3 6
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II TEACHING AND LEARNING A LANGUAGE

5	Introduction to chapter 5 What is communicative language teaching?: <i>Juup Stelma</i>	49 51 53
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Chapter 5 'What is Communicative Language Teaching?' by Juup Stelma from 'Introducing Applied Linguistics' by Susan Hunston and David Oakey published in 2010

General rules (example 1)

- you want to state in your thesis that this chapter is one of many devoted to CLT
- = to summarise the idea of the whole publication = state the author's **last name** and **the year of publication**
- you may do it two ways:
- (at the end of the sentence) The communicative approach has been extensively described across didactic literature (Stuup, 2010).
- (at the beginning of the sentence) Stuup (2010) provides a summary of the main principles of CLT.

General rules (example 2)

- you want to paraphrase one particular sentence from a particular page

argue that a de-contextualized focus on grammar and vocabulary is unlikely to result in learners developing sociolinguistic, discourse, strategic and/or intercultural communicative competence. However, focusing exclusively on language use in context, without any focus on grammar, has more recently also been challenged (cf. Swain 1995). A more cautious interpretation, then, is that because communicative competence includes grammatical, sociolinguistic, discourse and strategic (and if you like intercultural, computer-mediated and other) competence, language teaching should focus on all of these things. However, definitions of communicative competence do not help us decide how to focus on these things in actual classroom activity. As a perspective informing CLT, communicative competence may give us a sense of 'where' we are going; it does not tell us 'how' we get there.

Communication as process

To understand CLT methodology, or what should be happening in classrooms, the CLT literature has, more or less overtly, turned to models of the communication process. The implicitly held position is that you learn to use language through communicating. Hence, understanding what is involved in the process of communication is a second way of understanding CLT.

Maybe the most well-known model of the communication process is the linear model sometimes associated with the work of Claude Shannon, a US-based communication theorist active in the 1940s and 1950s. Broadly speaking, the Shannon model deals with the transmission of messages, with one person sending information through some sort of channel of communication and another person receiving this information. This early notion of the communication process continues to have relevance to understand the way in which we use language. For example, productive and receptive language skills mirror the model's focus on sending (producing) and receiving messages. We talk about (the) oral (channel of) communication with speaking as the productive and listening as the receptive skill, and (the) written (channel of) communication with writing as the productive and reading as the receptive skill. More particular to CLT, the communicative nature of various information transfer activities suggested in the literature can be understood using this transmission model. Take Johnson's (1982) five principles for communicative exercises: the information transfer principle, the information gap principle, the jigsaw principle, the task dependency principle and the correction for content principle. The first principle, that communicative exercises should encourage transfer of information from one participant to another, as well as the second principle (because it motivates information transfer), correspond directly to the transmission model. However, Johnson's principles also illustrate at what point the basic transmission model is no longer useful. The jigsaw principle, which states that information should flow not only

way of understanding CLT.

Maybe the most well-known model of the communication process is the **linear model** sometimes associated with the work of Claude Shannon, a US-based communication theorist active in the 1940s and 1950s. Broadly speaking, the **Shannon model** deals with the transmission of messages, with one person sending information through some sort of channel of communication and another person receiving this **information**. This early notion of the communication process continues to have tremendous influence on how many of us understand language teaching. For example,

General rules (example 2)

- you want to paraphrase one particular sentence from a particular page (55)
- = to paraphrase a specific idea(s) from a specific page (s) in the publication = state the author's **last name**, **the year** of publication and **the page number(s)**
- you may do it two ways:
 - **Stuup (2010, p. 55) states that the prevalent model of communication is the linear transmission model.**
 - **The prevalent model of communication is the linear transmission model (Stuup, 2010, p. 55).**

General rules (example 3)

- you want to quote from this chapter directly

Introduction to chapter 5

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this chapter 51

Focusing on the
argument 52

A language tip 52

To think about 52

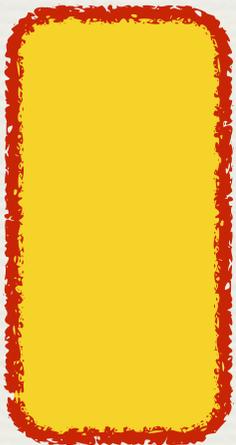
This chapter is one of four that deals with **how a language is taught and learnt**; these are issues of central concern to teachers. Juup Stelma's chapter introduces a concept that has been important to English Language Teaching in particular since the 1970s: an approach to teaching known as Communicative Language Teaching (or CLT). It discusses three key issues: Communicative Competence, Communication used in classroom teaching, and controversies surrounding the introduction of CLT in non-Western countries.

The background to this chapter

Communicative Language Teaching was a new idea in the 1970s and was widely welcomed as the revolution that would transform language teaching. Like many revolutions, it arose out of a sense of dissatisfaction with the past. **As Willis points out in chapter 1, many language teachers were frustrated by the fact that learners could master a grammar point when being drilled or tested but could not use the same item when speaking spontaneously. Learners were disappointed that having studied a language for many years, they still had difficulty managing day-to-day communication when they visited a country where that language was spoken. This was an age of growth for languages taught for specific purposes, and traditional syllabuses that proceeded through a language grammar point by grammar point were seen as far removed from the learners' immediate needs.**

General rules (example 3)

- you want to quote from this chapter directly
- = to quote directly = state the author's **last name**, the **year** of publication and the **page number(s)**
- if the quote is longer than two lines:
- As Stuup (2010, p. 51) points out:



Communicative Language Teaching was a new idea in the 1970s and was widely welcomed as the revolution that would transform language teaching. Like many revolutions, it arose out of a sense of dissatisfaction with the past.

General rules (example 3)

- if the quote is shorter than two lines:

As Stuup (2010, p. 51) points out CLT was “a new idea in the 1970s and was widely welcomed as the revolution that would transform language teaching”.

APA short quotations: examples

- ♦ **Jones (1998)** found "students often had difficulty using APA style, especially when it was their first time" (**p. 199**).
- ♦ According to **Jones (1998, p. 199)**, "students often had difficulty using APA style, especially when it was their first time."
- ♦ She stated that "students often had difficulty using APA style" (**Jones, 1998, p. 199**), but she did not offer an explanation as to why.
- ♦ (pp. X-X)

APA citing an Author or Authors

- ♦ a **work by two authors**: name both authors in the signal phrase or in the parentheses each time you cite the work.
- ♦ use the word "**and**" between the authors' names within the text and use the **ampersand - &** in the parentheses.
 - ♦ Research by Wegener **and** Petty (1994) supports...
 - ♦ ... (Wegener **&** Petty, 1994)

APA citing an Author or Authors

- ♦ a work by three to five authors: list all the authors in the signal phrase or in parentheses the first time you cite the source.
- ♦ use the word "and" between the authors' names within the text and use the ampersand '&' in the parentheses
 - ♦ Research by Kernis, Cornell, Sun, Berry and Harlow (1993)...
 - ♦ ... (Kernis, Cornell, Sun, Berry, & Harlow, 1993)
- ♦ in later citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.
 - ♦ Research by Kernis et al. (1993) ...
 - ♦ ... (Kernis et al., 1993)
 - ♦ !!! there is no period after et !!!

APA organization as an author

- ♦ **organization as an author:** if the author is an **organization or a government agency**, mention the organization in the signal phrase or in the parenthetical citation the first time you cite the source
 - ♦ According to the American Psychological Association (2000),...
- ♦ if the organization has a **well-known abbreviation**, **include the abbreviation in brackets the first time the source is cited** and then use only the abbreviation in later citations
 - ♦ First citation: (Mothers Against Drunk Driving [MADD], 2000)
 - ♦ Second citation: (MADD, 2000)

APA other nuances

- ♦ **two or more works in the same parentheses:** when your parenthetical citation includes two or more works, order them the same way they appear in the reference list (viz., alphabetically), separated by a semi-colon:
 - ♦ (Berndt, 2002; Harlow, 1983)
- ♦ **authors with the same last name** - to prevent confusion, use first initials with the last names.
 - ♦ (E. Johnson, 2001; L. Johnson, 1998)

APA Citing Indirect Sources

- ♦ **!!! always try to locate the original material and cite the original source !!!**
- ♦ if you use a source that was cited in another source, name the original source in your signal phrase
- ♦ list the secondary source in your reference list and include the secondary source in the parentheses
 - ♦ Johnson(1998) argued that...(as cited in Smith, 2003, p. 102).
 - ♦ Johnson argued that...(1998, as cited in Smith, 2003, p. 102).

APA electronic sources

- ♦ if possible, cite an electronic document **the same as any other document by using the author-date style**
 - ♦ Kenneth (2000) explained...
- ♦ sources **without page numbers** when an electronic source lacks page numbers, you should **try to include information that will help readers find the passage being cited**
 - ♦ e.g. for numbered paragraphs, use the abbreviation "para." followed by the paragraph number - (Hall, 2001, para. 5).
 - ♦ e.g. for headings, provide the appropriate heading and specify the paragraph under that heading - According to Smith (1997), ... (Mind over Matter section, para. 6).

Your next step...

- ♦ Write the first section (first two sections) of your theoretical chapter - app. 1-2 pages.
- ♦ Begin each paragraph with a topic sentence that states its general content.
- ♦ Follow with what available research states on the topic.
- ♦ Include the necessary in-text author citations. Follow APA conventions.
- ♦ Include your bibliography.

Features of academic register (1)

- ♦ **goal: to inform NOT to entertain**
- ♦ the key difference between academic and personal writing is the first one presents an argument and the second expresses an opinion
- ♦ = the main emphasis is on the information that you want to give and the arguments you want to make, rather than you

Features of academic register (2)

- ♦ **five distinctive features:** precise/explicit, objective, formal, hedged (indirect)
- ♦ **be precise:** no beating around the bush/ no poetic language/ no 'showing off'/no linguistics fireworks/ no repetition
- ♦ **be objective:** no personal comments/ no emotional remarks/ no digressions
- ♦ **be formal:** no informal vocabulary/no contracted forms/ no phrasal verbs/no rhetorical questions
- ♦ **be indirect:** avoid making absolute statements that are easily disproved

How to make your text less personal? (1)

- ♦ avoid personal subjects in sentences

- ♦ **NO:**

1. 'I would like to discuss...'

2. 'In this chapter I describe/raise the issue of ...'

3. 'In the next section I present...'

4. 'First I want to present the classification of x and then a description of y...'

5. 'Let me start by stating that...'

6. 'I think that Smith's approach is...'

♦ **construct the text as if it was writing itself**

♦ **YES:**

1. 'This paper/thesis/essay discusses...'

2. 'This chapter describes/ raises the issues of...'

3. 'The next section presents...'

4. 'First the classification of x is introduced followed by the description of y...'

5. 'The discussion begins by stating that...'

6. 'Many analysts now argue that Smith's approach is...'
'Smith's analysis has been discussed by a number of writers and it is claimed that...'

'The major aspects of Smith's approach include...'

How to make your text less personal? (2)

- ♦ avoid stating what looks like your personal opinion:
- ♦ **NO:**
- ♦ ‘I think that this point is very important...’
- ♦ ‘In my opinion this distinction is interesting...’
- ♦ ‘I want to concentrate first on ...’
- ♦ **YES:**
- ♦ ‘It is important to note that...’/‘The first important point to be made ...’
- ♦ ‘An interesting distinction was made by...’
- ♦ ‘Emphasis should first be placed on ...’

How to make your text less personal? (3)

the passive voice

- ♦ use the **passive voice** as the main mode of writing because it:
 - ♦ depersonalises your discussion
 - ♦ removes any explicit reference to your activities and judgements
 - ♦ distances you when addressing topics about which s/he has strong personal feelings)

♦ **NO:**

- ♦ ‘Scientists classify glass as a solid...’
- ♦ ‘I discuss one type of learner motivation in a section later in this chapter...’
- ♦ ‘I collected the data using quantitative methods...’/ ‘I interviewed four people...’

♦ **YES:**

- ♦ ‘Glass is classified as a solid...’
- ♦ ‘One type of learner motivation, the intrinsic one, is discussed in a section later in this chapter...’
- ♦ ‘The data were collected using quantitative methods...’/‘Four people were interviewed...’

Features of academic register: indirectness

- ♦ use cautious, tentative phraseology in academic writing
- ♦ = do not use absolute statements because they are easily disproved
- ♦ = the use of cautious language shows that the writer is aware of the complexities and difficulties that academic subjects involve

♦ **NO:**

♦ ‘Science will one day explain everything.’

♦ ‘Industrialisation caused a decline in religious belief.’

♦ **YES:**

♦ ‘It could be argued that science has the potential to explain a range of natural phenomena.’

♦ ‘It would seem that industrialisation was accompanied by a decline in religious belief.’

- ◆ ‘Such a measure is more sensitive to changes in health after specialist treatment.’

- ♦ 'Such a measure is more sensitive to changes in health after specialist treatment.'
- ♦ =Such a measure **might/may/could/should** be more sensitive to changes in health after specialist treatment.

- ◆ ‘Such a measure is more sensitive to changes in health after specialist treatment.’
- ◆ **=It could be argued/suggested/estimated/predicted/speculated that such a measure is likely to be more sensitive to changes in health after specialist treatment.**

Hedging devices

- ♦ **modal auxiliary verbs:** may, might, can, could, would, should
- ♦ **modal lexical verbs** doubting and evaluating rather than merely describing: to seem, to appear (epistemic verbs), to believe, to assume, to suggest, to estimate, to tend, to think, to argue, to indicate, to propose, to speculate/could be assumed/suggested etc,
- ♦ **probability adjectives:** possible, probable, un/likely
- ♦ **nouns:** assumption, claim, possibility, estimate, suggestion
- ♦ **adverbs:** perhaps, possibly, probably, practically, likely, presumably, virtually, apparently
- ♦ **approximators of degree, quantity, frequency and time:** approximately, roughly, about, often, occasionally, generally, usually, somewhat, somehow, a lot of
- ♦ **introductory phrases:** believe, to our knowledge, it is our view that, we feel that
- ♦ **compound hedges:** seems reasonable, looks probable,