



Characteristics of academic writing

• Characteristics of formal writing:

• Characteristics of academic writing:

• Referring to other sources to support the ideas by:

• paraphrasing.

• summarizing.

• quoting.

Focussing on the issue

Avoid personal pronouns ('I' and 'we').

Keep your writing impersonal to make it more convincing.

A very recent movement towards the integration of personal pronouns discussed at the closing ceremony of Symposium on Second Language Writing 2016:

Authors should be encouraged to use them.

Be careful! If the editor or the reviewers are not aware this change, you might be shooting yourself in the footi

Other characteristics of academic writing

- Bolanced use of passive forms.
- Use of objective language.
- Precise vs. vague meaning.
- Avoiding contraction (e.g., don't)
- Avoid using stang, jargon, and clichés
- Use of abbreviations acceptable:
- Explain monstandard abbreviations for the first time.
- Do not add periods or spaces (e.g., not S.T.M., or S.T.M.; should be STM)
- Use of formal subjects (e.g., it, one, there).
- Effective use of linking devices (e.g., however, therefore), markers

Common transition words

To give examples:

To give additional information:

To show how things are related in space:

Above, below, here, there, opposite

To show how things are related in time:

Anticy below, here, there, opposite

To show how things are related in time:

Anticy below, here, there, opposite

To show contast:

To show contast:

So the contrast on the other hand, even so

To compare:

Similarly, also, in the same way, likewise, in the same manner

To show results:

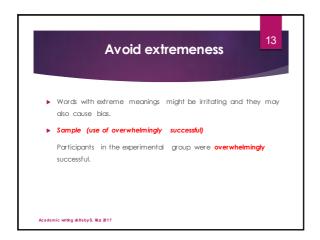
To show results:

To show results:

In summarke:

In summarke:

In summary, hence, in conclusion, finally, all in all Academic withing at listys. Re 217





Use academic words

• Benefit from 'academic corpus' at
http://www.wordand.phr as e.info/an aly ze Text as p

• Benefit from 'academic word suggestion machine' at
http://lan.gtest.jp/aws.um/

Appropriate paragraph length

A series of long paragraphs:
Can make prose dense and unpleasant to read.

Break along paragraph at alogical place:
Create new topic sentences to make the shift clear.

Paragraphs with two or three sentences:
Seem disjointed or skimpy.
Try combining them around the same main idea.

Unity and coherence

► Unity:

► Check whether your paper is on the topic.

► Coherence:

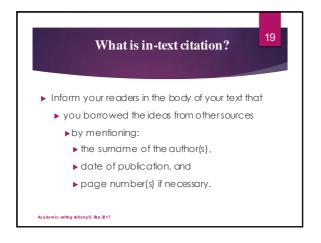
► Avoid too many short, choppy sentences.

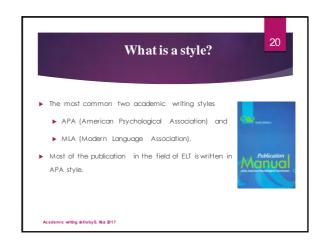
► Organizing your sentences in logical sequence.

► Link ideas.

In-text citations

• Cite other sources to persuade your readers by:
• quoting,
• paraphrasing, and
• summarizing.





Blending other sources:
Quotations

Puotations are exactly identical to the original material.

Have strong reasons to quote.

To cite an authority in the field.

Change in the meaning in case of paraphrase.

Always connect quotations with your discussion.

Limited use of quote: 10%

E.g., For a 5,000-word paper,

Less than 500 directly quoted words, in total.

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Sample quotation

Notinginal 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".

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

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

Emphasis in quotations

Sample 1

Wadman (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, 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 areaded by many testing settings will result in a different performance than other conditions" (emphasis added).

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).

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Violations of academic writing rules in quotations

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- ▶ In case of informal features in the quoted expression:
 - ▶ Leave them as they are.
- 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).

Changes in quotations

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 highintermediate L2 readers. For the advanced group of L2 readers only the familiarity factor influenced reading comprehension. They, like the L1 readers, recalled the unfamiliar \dots [text] better than the more familiar \dots [one]. (Roller & Matambo, 1992, p. 130).

Single/double quotation marks

- ▶ Use double quotation marks for quotations.
- In case of the existence of auotation marks in the auoted expression, use single quotation marks.
- ▶ 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

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- ▶ 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.

Block quotation sample

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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 ded 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 no guarantee its usage through metacognitive strategies.

Paraphrases

30

- Restructure and reword the original material.
- ▶ Almost equal length, compared to the original expression.
- ▶ Do not change terms.
- ▶ 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.

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

Summaries

Similar to paraphrases.
Summaries are much sharter than the original expressions.
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 aulture to culture.

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

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Differences in meaning

➤ 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.

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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.

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Common verbs to present citations

Familiarize yourself with commonly used verbs to present citations.

A list is available at

http://www.salimrazi.com/userfiles/A dvan ced_Reading_and_Writing_Skills_Razi_2011.pdf

Consider the specific meaning that each verb carries.

Avoid 'Say': It makes your paper informal.

Use 'Claim' with caution: It shows your disagreement.

To show your agreement

To show your agreement

To show your agreement

The work of Hardyside (2007) aims to investigate the impact of metacogrifive taining on its ading complete sion.
The work of Hardyside (2007) reveals the vital effect of language proficiency on reading comprehension.
The work of Hardyside (2007) reveals that language proficiency has an impact on reading comprehension.
It iming to Hardyside (2007) reveals that language proficiency has an impact on reading comprehension.

Reference to Hardyside (2007) reveals that language proficiency has an impact on reading comprehension.

As Hardyside (2007) has indicated language proficiency has an impact on reading comprehension.

A study by Hardyside (2007) shows that language proficiency has an impact on reading comprehension.
Hardyside (2007) reveals that language proficiency has an impact on reading comprehension.
Hardyside (2007) reveals that language proficiency has an impact on reading comprehension.
Hardyside (2007) reveals that language proficiency has an impact on reading comprehension.
Hardyside (2007) reveals that language proficiency has an impact on reading comprehension.
Hardyside (2007) reveals that language proficiency has an impact on reading comprehension.
Hardyside (2007) reveals that language proficiency has an impact on reading comprehension.
Hardyside (2007) mokes clear that language proficiency has an impact on reading comprehension.

Not to show your opinion

According to Hardyside (2007), language proficiency has an impact onreading comprehension.

It its the view of Hardyside (2007) that language proficiency has an impact onreading comprehension.

The opinion of Hardyside (2007) is that language proficiency has an impact on reading comprehension.

In an article by Hardyside (2007), it is clear that language proficiency has an impact on reading comprehension.

Research by Hardyside (2007), suggests that language proficiency has an impact on reading comprehension.

Hardyside (2007) reports that language proficiency has an impact on reading comprehension.

Hardyside (2007) reports that language proficiency has an impact on reading comprehension.

Hardyside (2007) states that language proficiency has an impact on reading comprehension.

Hardyside (2007) or states that language proficiency has an impact on reading comprehension.

Hardyside (2007) or states that language proficiency has an impact on reading comprehension.

Hardyside (2007) or states that language proficiency has an impact on reading comprehension.

Hardyside (2007) found out that language proficiency has an impact on reading comprehension.

Hardyside (2007) found out that language proficiency has an impact on reading comprehension.

Hardyside (2007) found out that language proficiency has an impact on reading comprehension.

Hardyside (2007) found out that language proficiency has an impact on reading comprehension.

Hardyside (2007) found out that language proficiency has an impact on reading comprehension.

Assemic withing stituty states.

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.

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 bods, 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

Description of integ

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.

Presenting quotations

Nubin (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).

The original passage from Hedge (2000, p. 194)

A concern that students should exploit their knowledge of language effectively implies a number of points for the methodology of the reading class. First, encouraging extensive reading may help some students to build a knowledge of vocabulary and an awareness of the features of witten texts. Second, texts need to be chosen and tasks designed to provide support for what the learner already knows. Third, there might be value in regular use of analytical activities which draw students' attention explicitly to some linguistic features of texts. And finally, when students deal with a particular reading text in class, the teacher will need to prepare them for any specific language difficulties they might encounter in it.

A legitimate paraphrase

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Hedge (2000) deals with a procedure of reading classes constituting of four steps. Firstly, she recommends extensive reading to gain lexical knowledge and familiarize themselves with the elements of written materials. Secondly, readers are expected to be reminded their previous knowledge by the help of texts and tasks. Thirdly, the employment of analytical activities systematically may highlight the specification of linguistic elements. Fourthly, teachers are expected to assist readers to overcome any possible language problems related with the text.

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A legitimate paraphrase with an integration of a quotation

Hedge (2000) deals with a procedure of reading classes constituting of four steps. Firstly, she indicates that "encouraging extensive reading may help some students to build a knowledge of vocabulary and an awareness of the features of written texts" (p. 194). Secondly, readers are expected to be reminded their previous knowledge by the help of texts and tasks. Thirdly, the employment of analytical activities systematically may highlight the specification of linguistic elements. Fourthly, teachers are expected to assist readers to overcome any possible language problems related with the text.

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An acceptable summary

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▶ Hedge (2000) deals with a four-step procedure in reading classes such as encouraging readers to read extensively, selecting the text and activities in relation with their previous knowledge, employing analytical activities systematically, and providing teachers' assistance with possible language problems related with the text.

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A plagiarized version

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According to Hedge (2000), a concern that students should exploit their knowledge of language effectively implies a number of points for the methodology of the reading class. To Hedge, first, encouraging extensive reading may help some students to build a knowledge of vocabulary and an awareness of the features of written texts. Second she indicates that texts need to be chosen and tasks designed to provide support for what the learner already knows. Third, Hedge maintains that there might be value in regular use of analytical activities which draw students' attention explicitly to some linguistic features of texts. Finally she reveals that when students deal with a particular reading text in class, the teacher will need to prepare them for any specific language difficulties they might encounter in it.

Avoiding plagiarism

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Acknowledge the original source of information whenever you use

- ▶ any information which is not common knowledge,
- ▶ an idea or opinion which does not belong to you,
- ▶ specific words and phrases,
- statistical information from a scientific study such as facts and figures, and
- ▶ quotations, paraphrases, and summaries from other sources.

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Field-specific common knowledge

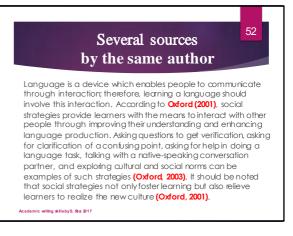
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- ► General common knowledge:
 - ► Known by anyone in the society.
- ▶ Field-specific common knowledge:
 - Known within a specific field of people.
- No need for citation:
 - Learning a foreign language requires practising four basic skills of reading, writing, speaking, and listening.

Avoid non-academic expressions According to the results of a research study, female learners are more successful than male learners in terms of reading comprehension in a foreign language. Which research study?

Where to place parenthetical citations? Sample 1: Idea-based Schemata are accepted as interlocking mental structures representing readers' knowledge (Alderson, 2000; Anderson & Pearson, 1988; Brown, 2001; Cook, 1997; Harmer, 2001; Perkins, 1983; Zaher, 1987) of ordinary events (Nassaji, 2002). Sample 2: Researche-based Nassaji (2002) discusses one of the unexpected findings of schema-based studies that would account for working memay. Sample 2: Chronology-based In 1932, Bartlett introduced schema theary. Academic welling #11shys. Res 2017





Authors

With the same surname

N. J. Anderson (2005) indicates that although strategies can be identified individually, they are not utilized inisolation and he resembles using a single strategy on its own to playing an instrument. He explains that an archestra consists of a variety of instruments which results in beautiful music; therefore, he stresses the virtue of regarding strategies in relation to each other. Thus, learning strategies are transferable from LI to FL settings (Block, 1986). However, to make use of transferskills, learners need to be aware of their own learning process; therefore, learning strategies can be transferred to new tasks when they are once learned (Chamot & O'Malley, 1987). Unless exposed to a specific training programme, learners do not have an intention of automatically using a wide variety of learning strategies (Bidystok, 1981). Strategies are believed to be transferred to similar tasks when learners match patterns between the previous and the new tasks (J. R. Anderson, 2000).

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Cite more than one source by the same author in the same year

Memory, also called memory-related (Oxford, 2001a) and mnemonic (Oxford, 2001b), strategies which assist learners to create linkages between existing and new information are known to have been in use for a very long time. However, they do not guarantee deep understanding of the information (Oxford, 2001a). In should be kept in mind that there may not be a positive relation between memory strategies and 12 proficiency (Oxford, 2003). It is important to differentiate 'cognitive' strategies from 'memory' strategies. Although cognitive strategies relate existing and new information at a deep level, memory strategies provide this relation only in a simple and superficial way (Oxford, 2001b).

55

57

59

Cite a source with two authors

Tudor (1996) calls attention to the relationship between metacognitive strategies and or ganisation of the learning process. According to **Williams** and **Burden** (1999), metacognitive strategies encourage learners to observe their environment rather than focusing their attention on learning. **Williams** and **Burden** maintain that readers need to be aware of what they are doing and also which strategies they are using. In this respect, it is also a raucial to manage the strategies appropriately for different tasks. As learners are aware of their own learning process, they know about their knowing, a different level called *metacognition*.

Williams and Burden (1999) conclude that providing metacognitive owar eness is crucial for effective learning and indicate the difference between strategies which allow direct and indirect contribution to learning. It learners memorize new vocabulary or guess a meaning of unknown vocabulary, these then could be considered as direct contribution to the learning of the TL which takes place at a cognitive level. However, if they have intentions to othat with foreigners on the Internet or wander enthusiastically around to contact and socialize with tourists these then could be exemplified as indirect strategies.

Different sources written by two authors

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Chamot and O'Malley (1987) list selective attention, self-monitoring, and self-evaluation as metacognitive strategies. Linguistic markers indicate the type information which will be presented subsequently. Chamot and O'Malley (1986, p. 11) give examples of such markers. For example, encountering a marker "The most important thing to remember ..." indicates that the main idea is going to be presented. Although self-monitoring is not associated with the skill of reading by Chamot and O'Malley (1987), it is employed also by readers to check whether they comprehend the text they are reading or not. In addition, self-evaluation assists learning by helping students decide how well they have accomplished a learning task and whether they need to relearn or review any aspects of it.

Sample use of 'and' and ampersand (&)

The subsequent definitions seem to counterfeit the previous ones. For example, Chamot and El-Dinary (1999, p. 319) describe learning strategies "as mental procedures that assist learning and that occasionally can be accompanied by overt activities" which is quite similar to O'Malley and Chamot's (1990) archetypal illustration. In the recent decade, definitions on learning strategies regard it as either cognitive or emotional behaviour (Dörnyei &

Skehan, 2003).

Cite a source with 3, 4, or 5 authors

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Levine, Oded, and Statman (1985) indicate that good readers identify the markers in the text which assist them to make predictions about the text. To Levine et al., readers make use of exemptification markers, the specific markers of comparison and contrast, and the markers of cause and effect. Predicting may involve a number of different versions such as predicting the titlle after reading the text, predicting the forthcoming information in the second paragraph after reading the first one, predicting general reaction for an incident after reading the, and adding to the end of a stary by predicting (Carter, 1986).

reading it, and adding to the end of a story by predicting (Carter, 1986).

Readers constitute expectations as they read the text. It is possible to predict words from the context, content of a sentence by the help of syntactic clues, and content of an article by the help of fittle and minimum amount of sentences (Levine et al., 1985). Bartran and Parry (1989) consider guessing difficult words, predicting, skimming, scanning, and looking for detailed information as important strategies for readers. Grabe (1997) concludes with reference research on strategy fraining that "summarizing, semantic mapping, predicting, forming questions from headings and sub-headings, and using adjunct questions" (p. 6) have an impact on the improvement readers' awareness of text.

Cite a source with six or more authors

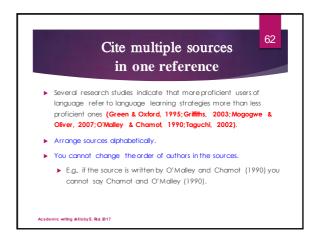
Examining the characteristics of successful learners and comparing their way of using strategies with unsuccessful ones has under pinned research studies to instruct learning strategies and the findings of such studies indicate progress in learning by the help of appropriate use of strategies (Chamot & Rubin, 1994;Cohen, 1998;Wenden, 1991). Strategy trainings is defined as an "intervention which focuses on the strategies to be regularly adopted and used by language learners to develop their proficiency, to improve particular task performance, or both" (Hassan et al., 2005, p. 1).

Hassan et al. (2005) document a number of 567 research studies related with strategies dating back to 1950, and they indicate the evidence of the effectiveness of LLS training-however, they question whether such an impact is long lasting or not. The teachability of reading strategies have long been in interest of researchers who have conflicting ideas about how to teach them, either teachability of communication strategies is attributed to be suspicious (Dörnyei, 1995; Dörnyei & Scott, 1997), literature on reading strategies demolishes such suspicion for reading strategies as the teachability of reading strategies is defibited to the suspicious (Dörnyei, 1995; Dörnyei & Scott, 1997), literature on reading strategies such suspicion for reading strategies is unquestionable (Garner, 1987).

Sources with two or more six-author groups with same first surname

Another example of multiple-strategy instruction programme is Concept-Oriented Reading Instruction (CORI), in which cognitive strategies are woven together with motivating activities such as daily life interactions and peer collaboration (Guthrie, Van Meter, et al., 1998). Guthrie, Anderson, et al. (1999) revealed that CORI assisted readers to improve their reading comprehension.





Multiple sources in one reference by the same author

Through compensation strategies learners can participate both in receptive and productive skills even if they have insufficient target language knowledge. When such strategies are used for the productive skills of listening and writing, they are labelled as compensatory strategies. They are also considered to be forms of communication strategies and not regarded as language learning strategies (Cohen, 1998); therefore, they are used not to learn a language but to use it. However, Oxford (2001, 2003) considers that any compensation strategy assists learners.

Use of major works with the others

► Following Rubin (1975) and Stern (1975), other researchers also investigated the use of language learning strategies of both successful (see also Chamot, 1987; Naiman, Fröhlich, Stern, Todesco, 1978; Naiman, Fröhlich, Todesco, 1975) and unsuccessful learners (see also Abraham & Vann, 1987; Chamot & Küpper, 1989; Hosenfeld, 1976, 1984; Porte, 1988; Vann & Abraham, 1990).

Use of sample citations

• Concerning learners' inadequacy in using appropriate strategies triggered researchers to study also unsuccessful learners (e.g., Vann & Abraham, 1990) who were attributed as having difficulties in administering strategies.

Cite an electronic source

• The information was retrieved from http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html and we can obtain the author surname and date of publication from the site.

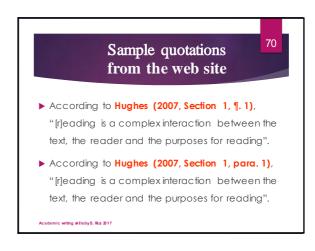
• Sample claffon to an electronic source

According to Hughes (2007), reading requires an interaction among the text, the reader, and aims of reading.

Internet information with no author If there is no author, refer to the title and borrow the first important words from it. Retrieved from Wikipedia http://en.wikipedia.org/wiki/Academic_wriiing Sample citation to an electronic source with no author Academic writing includes different text types ("Academic Wriling", 2011).

Internet information with no date If there is no date of publication, write 'n.d.'. Retrieved from http://www.uefap.com/writing/feature/intro.htm Writing academic papers in English requires presenting arguments in a linear fashion ("Features of Academic Writing", n.d.).

Internet information with no page If you directly borrow information from the web site by quoting, then you must use paragraph numbers. To do this, you have two alternatives either using 'para.' or '¶' preceding the paragraph number. Consider the following two samples from http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html Academic witing &llabyS. Bz 217



Sample quotations from the web site

If you would like to refer to an entire web site, mention the URL in your text only.

There will be no additional explanation in your reference list.

Sample elation to he URL
International Journal of Research in ELT web site provides information on APA writing style (http://ijrett.eab.org.tr/en/).

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Use of secondary sources:

Sample citations for cited information

• Reading strategies differ from reading skills as they are treated beyond the reader's consciousness control (Anderson, 2009 as cited in Jung, 2009).

• According to Anderson (2009, as cited in Jung, 2009), reading strategies differ from reading skills as they are treated beyond the reader's consciousness control.

Use of secondary sources: 73 Sample citations for cited information

- "A deficit in any knowledge source results in heavier reliance on other knowledge sources, regardless of their level in the processing hierarchy" (Stanovich, 1980, p. 63, as quoted in Anderson, 2000, p. 50).
- According to Stanovich (1980, p. 63, as quoted in Anderson, 2000, p. 50), "[a] deficit in any knowledge source results in heavier reliance on other knowledge sources, regardless of their level in the processing hierarchy".

Academic writing skillshyS, Rev. 2013

References: Hanging indent

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.

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No-date publication

75

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

Academic writing skills by S. Rez. 2017

Journal article & edited collection

76

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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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, N.J.: 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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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.

No author reference entry

79

Academic writing. (2011). Retrieved from http://www.waylink-english.co.uk/?page=60000

Academic writing skills by S. Rez 2017

Multiple reference entries by the same author in different years

Ravell, J. H. (1971). First discussant's comments: What is memory development the development of? Human Development, 14, 272-78

Ravell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), The nature of intelligence (pp. 231-235). New Jersey, N.J. Lawrence Erlbaum Associates.

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

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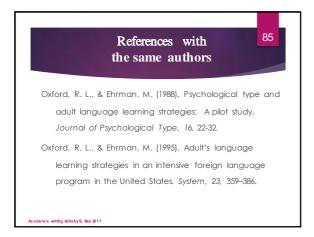
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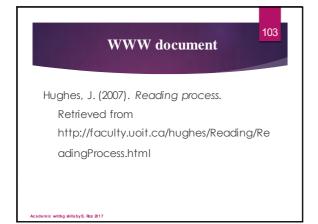
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