

**BURSA TEKNİK ÜNİVERSİTESİ**  
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**DEVELOPING ACADEMIC WRITING SKILLS**

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## Outline 2

- ▶ Basic steps in academic writing
- ▶ General structure of a research paper
- ▶ Headings
- ▶ Characteristics of academic writing
- ▶ Style in academic writing
- ▶ In-text citations
- ▶ Writing references

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## Basic steps in academic writing 3

- ▶ Choose your topic
- ▶ Narrow it down
- ▶ Brainstorm
- ▶ Obtain relevant information
- ▶ Visit the library
- ▶ Search online sources
- ▶ Prepare an outline
- ▶ Write first draft
- ▶ Write second draft
- ▶ Revise (mechanical mistakes)
- ▶ Proofreading

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## Reviewing literature and reliability of the sources 4

- ▶ Journal articles
- ▶ Reference books
- ▶ Theses / Dissertations
- ▶ Newspaper/Magazine articles
- ▶ Internet sources
- ▶ IRIS database



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## General structure of a research article 5



- Title
- Abstract
- Keywords

Make them easy for indexing and searching! (informative, attractive, effective)

- Main text (IMRAD)
- Introduction
- Methods
- Results
- And
- Discussions

Journal space is not unlimited, more importantly, your reader's time is scarce. Make your article as concise as possible.

- Conclusion
- Acknowledgement
- References
- Supplementary Data

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## Headings 6

APA Headings	
Level	Format
1	<b>Centered, Boldface, Uppercase and Lowercase Headings</b>
2	<b>Left-aligned, Boldface, Uppercase and Lowercase Heading</b>
3	<b>Indented, boldface, lowercase heading with a period.</b>
4	<b>Indented, boldface, italicized, lowercase heading with a period.</b>
5	<i>Indented, italicized, lowercase heading with a period.</i>

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7

### A Comparative Analysis of Testing Reading Techniques in EFL

**Introduction**

**Testing Reading Techniques**

**Cloze tests.**

**Strength of cloze tests.**  
Sample strong cloze test.

**Weakness of cloze tests.**  
Sample weak cloze test.

**Multiple choice tests.**

**Strength of multiple choice tests.**  
Sample strong multiple choice test.

**Weakness of multiple choice tests.**  
Sample weak multiple choice test.

**Summary tests.**

**Strength of summary tests.**  
Sample strong summary tests.

**Weakness of summary tests.**  
Sample weak summary tests.

**Conclusion**

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8

## Basic characteristics of formal writing

- ▶ Use of impersonal style.
- ▶ Use of non-colloquial English.
- ▶ Benefits from passive voice.
- ▶ No use of short forms.
- ▶ Use of complex sentences in well-developed paragraphs.
  - ▶ It should not become incomprehensible because of the complex sentences.

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9

## Characteristics of academic writing

- ▶ Characteristics of formal writing:
- ▶ Characteristics of academic writing:
  - ▶ Referring to other sources to support the ideas by:
    - ▶ paraphrasing,
    - ▶ summarizing,
    - ▶ quoting.

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10

## 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 foot!

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11

## Other characteristics of academic writing

- ▶ Balanced use of passive forms.
- ▶ Use of objective language.
- ▶ Precise vs. vague meaning.
- ▶ Avoiding contraction (e.g., don't)
- ▶ Avoid using slang, jargon, and clichés
- ▶ Use of abbreviations acceptable:
  - ▶ Explain nonstandard 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 (e.g., in addition, in contrast) and pronouns as markers.

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12

## Common transition words

- ▶ **To give examples:**
  - ▶ for example, specifically, for instance, thus, to illustrate, namely
- ▶ **To give additional information:**
  - ▶ also, further, in addition, moreover, and
- ▶ **To show how things are related in space:**
  - ▶ above, below, here, there, opposite
- ▶ **To show how things are related in time:**
  - ▶ after, before, meanwhile, in the past, later
- ▶ **To show contrast:**
  - ▶ but, however, in contrast, on the other hand, even so
- ▶ **To compare:**
  - ▶ similarly, also, in the same way, likewise, in the same manner
- ▶ **To show results:**
  - ▶ thus, therefore, as a result, consequently, to this end
- ▶ **To summarize:**
  - ▶ in summary, hence, in conclusion, finally, all in all

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## Avoid extremeness

13

- ▶ Words with extreme meanings might be irritating and they may also cause bias.
- ▶ **Sample (use of overwhelmingly successful)**  
Participants in the experimental group were **overwhelmingly** successful.

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## Avoid 'prove'

14

- ▶ **In social sciences, it is almost impossible to do prove a theory by the help of a single study.**
- ▶ **Sample preferred sentence**  
The evidence **suggests** that female learners are superior to male learners in terms of reading comprehension.
- ▶ **In preference to**  
The evidence **proves** that female learners are superior to male learners in terms of reading comprehension.

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## Use academic words

15

- ▶ **Benefit from 'academic corpus' at**  
<http://www.wordandphraseinfo/analyzetext.asp>
- ▶ **Benefit from 'academic word suggestion machine' at**  
<http://langtest.jp/aws/um/>

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## Appropriate paragraph length

16

- ▶ A series of long paragraphs:
  - ▶ Can make prose dense and unpleasant to read.
- ▶ Break a long paragraph at a logical 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.

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## Unity and coherence

17

- ▶ **Unity:**
  - ▶ Check whether your paper is on the topic.
- ▶ **Coherence:**
  - ▶ Avoid too many short, choppy sentences.
  - ▶ Organizing your sentences in logical sequence.
  - ▶ Link ideas.

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## In-text citations

18

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

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## What is in-text citation?

19

- ▶ Inform your readers in the body of your text that
  - ▶ you borrowed the ideas from other sources
  - ▶ by mentioning:
    - ▶ the surname of the author(s),
    - ▶ date of publication, and
    - ▶ page number(s) if necessary.

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## What is a style?

20

- ▶ 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.



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## Blending other sources: Quotations

21

- ▶ Quotations 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

22

### ▶ 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".

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## Punctuation in quotations

23

### ▶ 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).

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## Emphasis in quotations

24

### ▶ 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].

### ▶ 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 25

- ▶ 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).

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## Changes in quotations 26

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).

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## Single/double quotation marks 27

- ▶ Use double quotation marks for quotations.
- ▶ In case of the existence of quotation marks in the quoted 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'".

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## Block quotations 28

- ▶ 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.

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## Block quotation sample 29

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 maybe 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.

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## 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.

- ▶ **The paraphrased text**

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

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31

## Summaries

- ▶ Similar to paraphrases.
- ▶ Summaries are much shorter 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 culture to culture.

- ▶ **Summarized version**

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

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32

## 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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33

## 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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34

## 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 ce d\\_Reading\\_and\\_Writing\\_Skills\\_Razi\\_2011.pdf](http://www.salimrazi.com/userfiles/A_dvan ce d_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.

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35

## 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.

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36

## 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.

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## To show your objection

37

- ▶ 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.

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## Concluding remarks

38

- ▶ 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.

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## Samples of integral reporting

39

- ▶ 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).

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## Samples of non-integral reporting

40

- ▶ 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.

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## Presenting quotations

41

- ▶ 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).

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

42

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 written 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.

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## A legitimate paraphrase 43

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 44

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 45

- ▶ 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 46

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.

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## Avoiding plagiarism 47

- ▶ 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 48

- ▶ 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.

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## Avoid non-academic expressions 49

- ▶ 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?

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## Where to place parenthetical citations? 50

- ▶ **Sample 1: Idea-focused**  
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: Researcher-focused**  
Nassaji (2002) discusses one of the unexpected findings of schema-based studies that would account for working memory.
- ▶ **Sample 3: Chronology-focused**  
In 1932, Bartlett introduced schema theory.

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## Repetitive citations 51

Since the emergence of language learning strategies by the 1970s, there has been considerable amount of research on their interaction with language learning process. Due to a large number of strategies which are readily available for learners, researchers have long been aiming to classify them. Although researchers aim to provide reliable basis for their various classifications, there has not been a consensus on the classification of LLS. However, Oxford's (1990) efforts deserve appreciation since she consistently aims to question their classification in her very famous Strategy Inventory for Language Learning. Therefore, the classification of language learning strategies in this study will be based on Oxford's.

The two widely-accepted categorizations of learning strategies date back to the early 1990s prominent publications belong to Oxford (1990) and O'Malley and Chamot (1990). Language learning literature presents a variety of different strategies which are mainly used for literacy. O'Malley and Chamot list learning strategies in three categories: metacognitive, cognitive and social/affective. On the other hand, Oxford's six types of learning strategies are broadly categorized in two groups: one dealing with direct and the other dealing with indirect ones. It is possible to relate Oxford's classification with Rubin's (1988) studies since Rubin previously discriminates strategies that contribute directly to learning from the ones that contribute indirectly to learning. Oxford lists memory, cognitive, and compensation strategies in the direct group; and metacognitive, affective, and social strategies in the indirect group. She indicates that there is an interaction between direct and indirect strategies; therefore learners may need to refer to their direct strategies in order to use an indirect

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## Several sources by the same author 52

Language is a device which enables people to communicate through interaction; therefore, learning a language should involve this interaction. According to Oxford (2001), social strategies provide learners with the means to interact with other people through improving their understanding and enhancing language production. Asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms can be examples of such strategies (Oxford, 2003). It should be noted that social strategies not only foster learning but also relieve learners to realize the new culture (Oxford, 2001).

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## Authors with the same surname 53

N. J. Anderson (2005) indicates that although strategies can be identified individually, they are not utilized in isolation and he resembles using a single strategy on its own to playing an instrument. He explains that an orchestra 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 L1 to L2 settings (Block, 1986). However, to make use of transfer skills, 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 (Bialystok, 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 54

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). It should be kept in mind that there may not be a positive relation between memory strategies and L2 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).

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## Cite a source with two authors

55

Tudor (1996) calls attention to the relationship between metacognitive strategies and organisation 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 crucial 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 awareness is crucial for effective learning and indicate the difference between strategies which allow direct and indirect contribution to learning. If 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 chat with foreigners on the internet or wander enthusiastically around to contact and socialize with tourists these then could be exemplified as indirect strategies.

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## Different sources written by two authors

56

**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.

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## Sample use of 'and' and ampersand (&)

57

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**).

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## Cite a source with 3, 4, or 5 authors

58

**Levine, Oded, and Stalman (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 exemplification 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 title 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 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 title and minimum amount of sentences (**Levine et al., 1985**). Barram 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 training 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

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## Cite a source with six or more authors

59

Examining the characteristics of successful learners and comparing their way of using strategies with unsuccessful ones has underpinned 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 training 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" (**Hasson et al., 2005, p. 1**).

**Hasson et al. (2005)** document a number of 567 research studies related with strategies dating back to 1960, 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 teaching a single strategy or multiple strategies at a time. Although the 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 unquestionable (Carner, 1987).

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

60

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.

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## A source with no author

61

- ▶ If there is no author, you can refer to the first few words in the title.

### ▶ Sample citation to a source with no author

Being able to monitor learning strategies can contribute to their learning through metacognitive approaches ("National Research Council", 2000).

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## Cite multiple sources in one reference

62

- ▶ Several research studies indicate that more proficient users of language refer to language learning strategies more than less proficient ones (Green & Oxford, 1995; Griffiths, 2003; Mogogwe & Oliver, 2007; O'Malley & Chamot, 1990; Taguchi, 2002).
- ▶ Arrange sources alphabetically.
- ▶ You cannot change the order of authors in the sources.
  - ▶ E.g., if the source is written by O'Malley and Chamot (1990) you cannot say Chamot and O'Malley (1990).

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## Multiple sources in one reference by the same author

63

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.

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## Use of major works with the others

64

- ▶ 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).

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## Use of sample citations

65

- ▶ 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.

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## Cite an electronic source

66

- ▶ 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 citation to an electronic source**  
According to Hughes (2007), reading requires an interaction among the text, the reader, and aims of reading.

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## Internet information with no author

67

- ▶ 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\\_writing](http://en.wikipedia.org/wiki/Academic_writing)
- ▶ Sample citation to an electronic source with no author
- ▶ Academic writing includes different text types ("**Academic Writing**", 2011).

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## Internet information with no date

68

- ▶ 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.).

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## Internet information with no page

69

- ▶ 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>

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## Sample quotations from the web site

70

- ▶ According to **Hughes (2007, Section 1, ¶. 1)**,  
"[r]eading is a complex interaction between the text, the reader and the purposes for reading".
- ▶ According to **Hughes (2007, Section 1, para. 1)**,  
"[r]eading is a complex interaction between the text, the reader and the purposes for reading".

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## Sample quotations from the web site

71

- ▶ 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 citation to the URL**  
International Journal of Research in ELT web site provides information on APA writing style (<http://jrelt.eab.org.tr/en/>).

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## Use of secondary sources: Sample citations for cited information

72

- ▶ 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.

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## Use of secondary sources: Sample citations for cited information

73

- ▶ "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".

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- Hosenfeld, C. (1976). Learning about learning: Discovering our students' strategies. *Foreign Language Annals*, 9, 117-129.
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83

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## Book, no author, or editor

91

*Longman active study dictionary of English.* (1983). Essex: Longman.

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- ▶ Do not indicate the first edition of a book.
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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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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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Ertan, 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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## Concluding remarks

110

- ▶ Writing an academic paper requires careful planning of the process.
- ▶ You can go beyond the borders of your limits by:
  - ▶ effective use of digital tools and
  - ▶ peer reviewing each others' papers.
- ▶ Publication opportunity:
  - ▶ SAGE Research Methods Cases

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Razi, S. (2011). *Advanced reading and writing skills in ELT: APA style handbook*. Ankara: Nobel.

You can download the pdf of the book at:

[http://www.salimrazi.com/userfiles/Advanced\\_Reading\\_and\\_Writing\\_Skills\\_Razi\\_2011.pdf](http://www.salimrazi.com/userfiles/Advanced_Reading_and_Writing_Skills_Razi_2011.pdf)

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