

# Chapter Eleven: Using Sources

## Introduction

In this chapter, we emphasize the importance of using your own words to express the ideas and information you get from source materials. We do this to help you avoid *plagiarism*, that is, copying from (plagiarizing) sources of information. We go on to stress the point that, to avoid plagiarism altogether, you will also need to acknowledge the names of the writers and speakers whose material you are using.

A large portion of this chapter is given to helping you use the information you get from sources by developing your abilities to paraphrase and summarize the information in your own words. We also discuss how you can use direct (word-for-word) quotations in your written work. In the final section of the chapter, we explain how to compile a references section at the end of your essay to give your readers full details of the source materials you have consulted in writing the particular essay.

Although the use of the term plagiarism is often confined to academic settings (and in particular to universities), a similar offence is common in the business world—copyright infringement. You’ve probably heard or read about cases involving people using, for example, a design for a fashion garment, the blueprint for a new software program, or the words and music of a song without the creator’s permission, i.e. without buying the appropriate license. You can see that plagiarism and copyright infringement are similar in that they may both lead to losses—in terms of both reputation and money—for the creator of the intellectual property. However, the motivation behind the two offences is different: while copyright infringement is committed principally to make money for the offender, plagiarism may be motivated by a number of factors, and these are discussed below.

## Causes of plagiarism

All of the following are reasons why plagiarism occurs:

- Students may intentionally commit plagiarism because they want to be awarded high grades but do not want to put in the effort such grades demand.
- Students may commit plagiarism because they are behind with an assignment; plagiarism is then seen as the way out of a crisis—although the real cause of the problem is poor time management.
- Students may commit plagiarism—despite honest intentions not to—because they are not confident about their language abilities.
- Teachers or researchers may commit plagiarism because they want to achieve a reputation and status higher than their abilities or work rates justify.

### Activity 11.1: Plagiarism: a questionnaire

Think about each of the writing approaches in the table below and tick the *Acceptable* column if you think a particular approach is not plagiarism. Put a tick in the *Not acceptable* column if you think an approach constitutes plagiarism. When you've made your choices, read the commentary below for an explanation.

Approach	Acceptable	Not acceptable
1. Copying a paragraph from the source material verbatim (i.e. word for word) in your assignment.		
2. Using your own sentences to link together copied sentences from the source material.		
3. Using numerous and extensive direct quotations from the source material.		
4. Changing some keywords and phrases in the source material.		
5. Changing keywords and phrases, the word order of sentences and the order of the sentences.		

As you probably realized immediately when placing your ticks in the table, copying whole paragraphs and sentences (even when the copied sentences are interspersed with your own) is entirely unacceptable. It's also not acceptable to use a large number of direct quotations, or quotations which are overly long, since doing so presents less of your work for a tutor to assess.

Changing keywords and phrases when you are using a piece of source material in your writing is important, but you will also need to change the word order of the original sentences so that the sentences are phrased in your style. It's a good idea, too, to change the order of the sentences themselves—but make sure that your 'reformulation' expresses the same meaning as the original material, and don't forget to check that you have linked the sentences in a logical and grammatically correct way.

Also, as we shall learn in the section below, to avoid plagiarism completely you will need to mention the name of the author of the source material you are using. So, in fact, none of the items are entirely acceptable. Item 5 is the most acceptable, but it fails to mention providing a reference to the author(s).

#### Using references to strengthen your writing

You must avoid plagiarism because educational institutions expect you to use your own words in writing and to acknowledge your sources clearly. But there are other—more positive—reasons for avoiding plagiarism, as we shall discuss here. When you mention the name (and one or two other details, as we'll see later) of an author or speaker in your essay, you are creating an **in-text reference**. Accurately written in-text references do much more than just help you to avoid plagiarism. Acknowledging your sources *benefits your writing* in significant ways.

When you use references in your writing, you show your audience that your academic writing is based on the work of expert sources of information. This is important because a good academic writer will always avoid putting forward unsubstantiated reasons or personal opinions. Good academic writing puts forward arguments which have the support of recognized experts. It is also *objective* rather than *subjective* in tone. You can appreciate that well-referenced writing carries far more credibility and ‘weight’ with your audience than poorly-referenced work.

Another important reason for acknowledging authors and speakers in your writing is that doing so earns you the right to use their intellectual property, i.e. their ideas. You pay respect to writers when you acknowledge them in references. If you publish in the future, you can legitimately expect to have this respect returned by being acknowledged yourself. You can imagine how annoyed you would feel if you read an article or listened to a talk in which your ideas were referred to, but your name was not mentioned. You would probably feel that you were being cheated out of the rewards of your hard work. This is what most established writers feel when they discover that they have been plagiarized.

There is a third reason for including accurately written references in your writing: standard referencing systems are used internationally, and using appropriate and accurately written references marks you as a member of the international community of academic writers in your subject area. This idea needs a little more explanation. If, for example, you are studying engineering, you will need to write your references in a particular way decided by the leading professional body representing the engineering profession worldwide, the Institute of Electrical and Electronics Engineers (IEEE). If you do not write them in the way prescribed by the IEEE, then you are less likely to be taken seriously by your fellow professionals than the writer who complies with the IEEE conventions.

### **Citation styles**

As we just learned, most subject areas have developed their special ways of writing references. These styles are sometimes referred to as **citation styles**, and the American Psychological Association (APA) Style is prevalent in the social sciences. All the major academic referencing systems produce manuals which give writers of academic books and articles clear guidance on how in-text and bibliographic references should be written. For details, go to <https://apastyle.apa.org/>.

Writing references is largely a matter of care and practice—it is not in itself a difficult task. However, in avoiding plagiarism, you should not become too concerned about referencing every idea or phrase used by a particular author. For example, you would *not* be plagiarizing if you used words and phrases which are common in academic English, which are part of our common stock of knowledge, or which are special names and therefore cannot be replaced. In the next section, you will learn how to write accurate references and how to incorporate them appropriately into your writing.

### **Types of references**

As you learned earlier in this chapter, an in-text reference is formed by citing the author’s family name, the year of publication of the work, and the page number the information you are using appeared on. Remember to keep reference details close to the incorporated information. If all your references are put

at the end of ‘chunks’ of incorporated material, it can be very difficult for your readers to know exactly which piece of information the reference refers to. The positioning of a reference within a sentence is flexible to some extent—as we shall see in this section on types of references.

There are two basic types of in-text reference: the **integral** and the **non-integral**, which in the APA style are sometimes referred to as narrative and parenthetical citation. Integral references are so-called because they are integrated fully into the sentence in which they appear. Integral references emphasize the name of the author you are citing, and also provide a chance for you, the writer, to comment on the work you are citing.

### **Integral references**

Let’s consider the examples of integral in-text references below:

- 1 Marshall and Rowland (2017) **have identified** a number of ways in which students may commit plagiarism.
- 2 Biggs (2000) **argues** that students’ approaches to learning vary greatly.

You’ll notice that only the year of publication is included in the reference brackets in these examples—the author’s family name is outside the brackets. You need to make the connection between the name and the bracketed details clear by using an appropriate ‘reporting verb’. Both integral and non-integral references make use of reporting verbs—for example, *indicate*, *argue* and *demonstrate*.

Notice that the reporting verbs in references are usually in the *present perfect* or *present simple* tenses (check the tenses in the examples above). You may find the use of these tenses puzzling—you probably learned early in your language studies that when a definite point of past time is mentioned, you should use the simple past tense. However, a writer often wants to show that his/her references are relevant to his/her piece of writing and, for this reason, usually chooses to use a tense which emphasizes present relevance.

### **Non-integral references**

As you might expect from the name, non-integral references are not fully integrated into the sentences in which they appear. They, therefore, need more complete reference details—the author’s family name and the year of publication—to be placed within the reference brackets. Non-integral references are normally placed at the end of the sentence where the information you’re citing appears. Non-integral references are especially useful when you’re summarizing source material.

Let’s consider the examples of non-integral references below (they are based on the examples of integral references above):

- 1 A number of ways in which students may commit plagiarism **have been identified** (Marshall and Rowland, 2017).
- 2 It **has been argued** that students’ approaches to learning vary greatly (Biggs, 2000).

As you can see from some of these examples, it's usually quite natural to use the passive voice when you use non-integral references.

But I have two pieces of important advice to give you about using non-integral references:

- 1 Keep the reference close to the information it refers to. If you delay the reference too long, your readers will find it difficult to tell exactly which information you're attributing to the author you're citing.
- 2 When you include a non-integral reference at the end of a sentence, it is important to place the full stop in the correct position. You should simply remember to place the full stop after the reference, not after the last word of the sentence itself.

Note that you should *not* include given names, initials or titles (e.g. Mr, Professor or Dr). You expand these brief **in-text references** in the **references section** at the end of the assignment to create what is known as a list of **bibliographic** references. Compiling a references section is discussed in detail later in this chapter.

Also, note that for two authors, your in-text reference will be:

Swales and Feak (2012) or (Swales and Feak, 2012)

In the references section, write:

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3<sup>rd</sup> ed.). University of Michigan Press.

For more than two authors, write only the name of the author who is mentioned first and then write the phrase *et al.* This is Latin for 'and all'; it is a convenient form of shorthand:

Cooper *et al.* (1997)

In the references section, you should include full details of all the co-authors:

Cooper, W. E., Eimas, R. D., & Corbitt, J. D. (1997). Some properties of linguistic feature detectors. *Perceptions and Psychophysics*, 13(2), 247-248.

So far, we've examined ways to acknowledge the sources of the ideas and information you use to write your essays. We will now explore ways of using your own words to express the ideas and information: paraphrasing and summarizing. We will also discuss how to write direct quotations from source material.

### **Paraphrasing, summarizing and quoting source material**

Suppose you have been asked to write an assignment on the topic *How to Avoid Plagiarism in Academic Writing*. When searching for information, you discover this material published by Swales and Feak in 2012:

*By developing effective summarizing, paraphrasing and referencing skills, students will be able to avoid plagiarism and, simultaneously, demonstrate to their mentors that they have carried out required reading in the study area.*

### **1 Sharing a writer's views in detail: paraphrasing the information**

You may decide to share the writer's views in some detail with your readers. To do this you may need to use the same number of words as the original text or even more. You must use your own words and include a reference to the author. A paraphrase of the original short text might now read:

*According to Swales and Feak (2012), plagiarism is an attempt to pretend that the ideas or words of other people are one's own. Plagiarism is sometimes deliberate but may also happen if a student forgets to acknowledge clearly who the ideas or words are taken from. Students can avoid plagiarism by improving their ability to summarize, paraphrase and write references. This has the additional benefit of showing their teachers that they have completed the set reading in their subject.*

### **2 Reporting main points briefly: summarizing the information**

You may decide to report the information factually and concisely by reducing the number of words. To do this you should reduce the number of words by about 50%, express the information in your own words and again include a reference to the authors. A summary of the short text on plagiarism might read:

*Students can avoid plagiarism, the deliberate or unintentional use of other peoples' words and ideas, by summarizing, paraphrasing and referencing the information. This also shows teachers that set reading has been done (Swales and Feak, 2012).*

### **3 Exact reproduction of a writer's words: quoting the information**

You may decide that the words of an author express an idea or information in a particularly concise and appropriate way. In this case, you can include a direct word-for-word (verbatim) quotation. **However, you must not use too many direct quotations in an assignment—as to do so may be seen as a form of copying.** Generally speaking, when incorporating information into your assignments, it is better to use your *own* words than to give a direct quotation:

Swales and Feak (2012) make the point that:

*By developing effective summarizing, paraphrasing and referencing skills, students will be able to avoid plagiarism and, simultaneously, demonstrate to their mentors that they have carried out required reading in the study area. (p. 20)*

We want to point out here that a direct quotation which is longer than two lines should be started on a new line (as in the example above). Quotations which are shorter than this can be written continuous with your text.

## Paraphrasing source material

You may find it helpful to follow the guidelines below when paraphrasing source material:

- 1 **Read the information** as many times as necessary to understand it fully.
- 2 **Take notes** (in your own words) of the most important points before incorporating the information into your assignment.
- 3 **Identify and change keywords and phrases** as you take notes from the original text. These will be mostly words which carry meanings, such as nouns, main verbs, adjectives and adverbs. Sometimes you may not be able to replace a single word with another single word; you may need to use a whole phrase for the replacement. Use a dictionary (printed or on your computer) to help you do this. Of course, you cannot change special and name words.
- 4 **Reorder the information.** As was mentioned earlier in this chapter, to make the information more your own, you need to rephrase it. This may mean changing the order of the sentences as well as altering the word order of each sentence.
- 5 **Acknowledge the source of information.** It is important to remember that the information you are paraphrasing, even though it is now expressed in your own words, still does not belong to you. For this reason, you must include a reference to the author(s) of the information.

## Summarizing source material

Summarizing is a very useful skill for university students—even more useful than paraphrasing. When you summarize, you reduce an original text by a significant margin. This is very useful when writing an academic essay, since you want as much of the work as possible to be your own, even if you do draw on the ideas of others.

There's no absolute rule about how much reduction must occur before a 'paraphrase' becomes a 'summary', but in most cases you should aim to reduce a text by about 50%. This means that you need to include main points only and exclude details which are not relevant.

Summarizing involves much more than simply reducing a text, however. As is the case with paraphrasing, summarizing also involves changing keywords and phrases, and the word order of the sentences in the original text. As you can see from the following list, most of the steps for summarizing are the same as for paraphrasing, but there are a couple of additional steps, because you not only have to put the text into your own words, you must also reduce it:

- 1 Read the information as many times as necessary to understand it fully.
- 2 Take notes (in your own words) of the most important points before incorporating the information into your assignment.
- 3 Where possible, alter the order of sentences and the word order of each sentence.

- 4 Change keywords and phrases (normally nouns, main verbs, and adjectives) but retain special terms (e.g. *plagiarism*).
- 5 Check the summarized information for missing or wrongly included material, language errors and missing references.
- 6 Make sure you really have *summarized* the text—as I mentioned above, there’s no definite rule, but a 50% reduction is a reasonable goal in most cases.
- 7 Incorporate the information into your draft essay—referring to your notes and not the original source as you do so, so that you avoid the temptation to copy!

### Activity 11.2: Evaluating a summary

A student found the text below when researching the assignment title: *Discuss two different approaches to learning*. The student took notes and then summarized the information in the assignment. Now, read the original text and the summary which follows it. Evaluate the effectiveness of the summary by writing comments for each of the criteria in the table which follows the summary.

#### Surface and deep approaches to learning

In terms of the way they go about learning, students may be divided into two major categories: surface learners and deep learners. Students who adopt a surface approach are mainly concerned with passing tests and examinations and, for this reason, they tend to select and memorize information they feel is directly relevant to their assessments. In sharp contrast to this, students who adopt a deep approach involve themselves much more in their learning. They reflect on their learning and attempt to relate new information to what they already know. In short, the deep approach is more personal than the surface approach and is less focused on achieving the highest possible grades in tests and examinations. Concrete examples should help to make the differences clearer. Surface learners like to take very detailed notes during lectures and place great importance on lecturers producing lengthy handouts of their notes. This technique allows the learner to reproduce, accurately and completely, the information transmitted by the lecturer. The deep learner, however, is more concerned with taking selective notes of main points and will spend more time interpreting and understanding information rather than simply memorizing it. The deep learner is also more likely to carry out independent reading on study topics. The surface learner, by contrast, tends to minimize the amount of reading he/she does. In fact, they usually do just enough to pass the assessment and no more.

Biggs, J. B. (1989). Approaches to the enhancement of tertiary teaching. *Higher Education Research & Development*, 8(1), 7-25. <https://doi.org/10.1080/0729436890080102>



### The information summarized in an assignment

*There are two basic approaches to learning, surface and deep. I will first discuss the deep approach and then go on to examine surface learning. Students who employ a surface approach are usually able to pass examinations because they read and memorize efficiently and take lots of notes of main points. I think I am a surface learner. Perhaps this is because of the way I learned at school. The teacher encouraged us to concentrate on passing tests and examinations. Deep learners, however, are not so efficient. They spend too much time thinking and doing reading not recommended by lecturers. They also take fewer notes. In short, the deep approach is more personal than the surface approach and is less focused on success in examinations and tests.*

Questions	Comments
1 Are the facts from the original passage fully and accurately represented in the summary?	
2 Is all the information in the summary relevant?	
3 Is the summarized information in the most logical order?	
4 Is there any evidence of plagiarism in the summary?	

5 Is the summary of the right (approximate) length?	
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As you have probably discovered, there are a number of serious problems in the student’s attempt to summarize the information. A very important point is that the summary incorrectly interprets the surface approach as more beneficial than the deep approach. The summary also includes irrelevant personal information instead of faithfully reporting objective information from the original text. There is an organizational problem in that the summary writer states that the deep approach will be discussed first but, in fact, the surface approach is discussed first. There is also evidence of direct copying in the final sentence of the summary. Finally, no in-text reference is given to the author. The reference should be written as Biggs (1989) or (Biggs, 1989). However, the summary is about the right length.

The purpose of your reference determines your choice of verb. If, for example, you want to show a neutral position when introducing an author’s view, you should use a verb such as *note*, *report* or *indicate*. These verbs carry no positive or negative judgments. If, however, you want to cast doubt on the author, you could choose an introductory verb such as *claim*—but as I mentioned earlier be very careful in your use of this kind of verb and—unless you have sound counterarguments to the author you’re referring to—use a more neutral verb instead.

### Compiling a references section

As you learned earlier in this chapter, it’s important to provide **in-text references** to the sources of information you use, but it’s not enough. You also need to expand these references in a references section at the end of your assignment under its heading of *References*. As you also learned, these expanded references are called **bibliographic** references.

Bibliographic references provide full publication details, and these details allow your readers to locate source material on points they found interesting in your essay and which they may want to investigate further for themselves. It’s, therefore, very important to ensure that you do provide full details for all your in-text references. *Your bibliographic references should be placed in alphabetical order but should not be numbered.* Look at the example list below and note that in APA style, the second and subsequent lines are indented from the left 0.5" or 1.27cm.

## References

- American Psychological Association. (2019). *Publication manual of the American Psychological Association: The official guide to APA style*. (7<sup>th</sup> ed.). <https://apastyle.apa.org/>
- Hewings, M., & Hewings, A. (2002). "It is interesting to note that...": A comparative study of anticipatory 'it' in student and published writing. *English for Specific Purposes*, 21(4), 367-383. [https://doi.org/10.1016/S0889-4906\(01\)00016-3](https://doi.org/10.1016/S0889-4906(01)00016-3)
- Hyland, K. (1998). *Hedging in scientific research articles*. John Benjamins.
- Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical referencing. *TESOL Quarterly*, 37(4), 645-670.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential skills and tasks* (3<sup>rd</sup> ed.). University of Michigan Press.
- The Education University of Hong Kong (2021). Student handbook 2021/2022: Chapter 14 citation system. [https://www.eduhk.hk/re/student\\_handbook/images/Eng\\_ch14\\_citation\\_2122.pdf](https://www.eduhk.hk/re/student_handbook/images/Eng_ch14_citation_2122.pdf)
- Thompson P., & Tribble, C. (2001). Looking at citations: Using corpora in English for academic purposes. *Language Learning & Technology* 5, 91-105. <https://www.litjournal.org/item/10125-44568/>
- Thompson, G., & Ye, Y. (1991). Evaluation in reporting verbs used in academic papers. *Applied Linguistics*, 4, 365-382.
- Thurston, J., & Candlin, C. (1997). *Exploring academic English: A workbook for student essay writing*. National Centre for English Language Teaching and Research.

## Activity 11.3: Writing references

Correct the reference list below, referring to the source of each reference, journal, book, web etc.

### References

- Swales, J M (1990) *Genre Analysis*, Cambridge: Cambridge University Press. [book]
- Marshall, R. and Rowland, : Melbourne 2014 *A Guide to Learning Independently*. [book]
- S, Hunston (2021) John Benjamins: Amsterdam. *Functions of Language*. June 24, 2021 from retrieved <https://apastyle.apa.org/style-grammar-guidelines> [web]
- Oring, E. (1996). Folk Narratives. *16*(2), 131-165. *Applied Cultural Studies*. [journal]

Finally, remember to check your work for plagiarism by using the software Turnitin and obtain a report!

## Chapter 14 Citation System

The University places utmost importance in upholding the principles of academic honesty. As students of the University, it is your responsibility to avoid any possibilities of committing an academic offence of plagiarism. You are strongly advised to read the Chapter 8 on **Academic Honesty and Copyright** in this Handbook. In case of doubt, consult your teacher. There are a number of ways to make proper referencing in academic writing. The following provides you with a general guide which is largely based on the Publication Manual of the American Psychological Association (7th ed.), commonly referred to as APA Style. Examples used to illustrate the referencing are mainly taken from the works of the academic staff of the University. You may find the bibliographic management tool RefWorks on the EdUHK Library Website (<https://www.lib.eduhk.hk/refworks/>) useful for generating citations and bibliographies. You may also refer to the Library online tutorial “Citing Information” for additional information (<https://libguides.eduhk.hk/citing-information>).

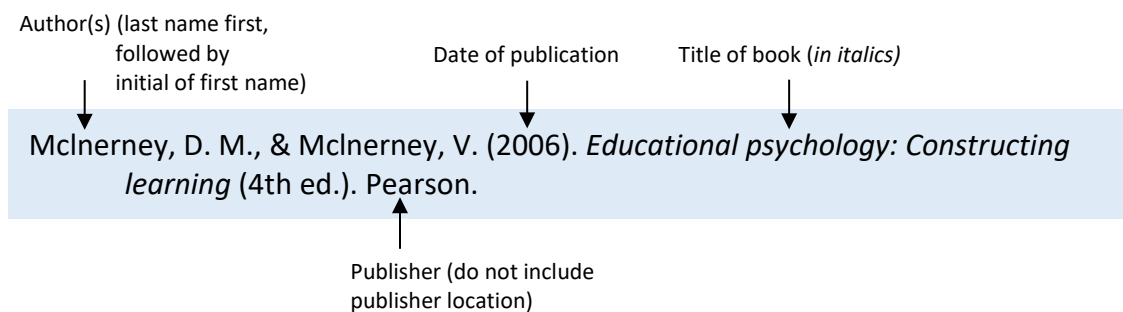
### Writing a reference for a printed material

The following are common types of citing sources:

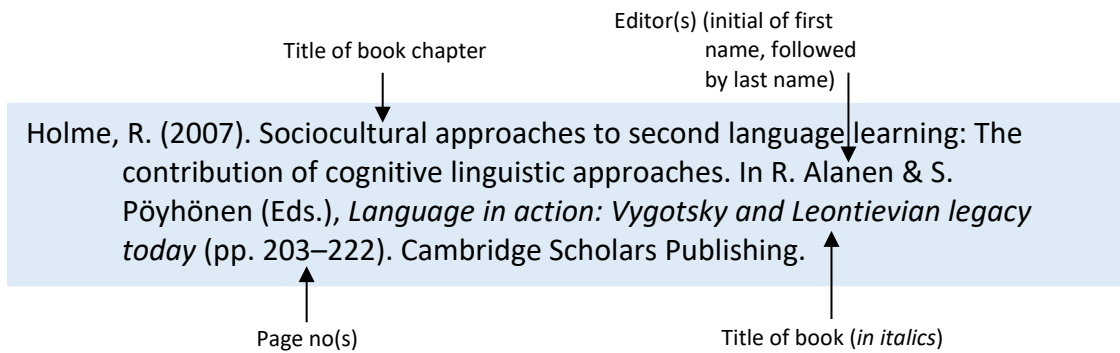
- Book
- Chapter in a book
- Article in a journal, newspaper/magazine
- Report, thesis or academic paper

Examples are given below. Note the ordering, punctuation marks (like comma, full stop and colon) and the use of italics.

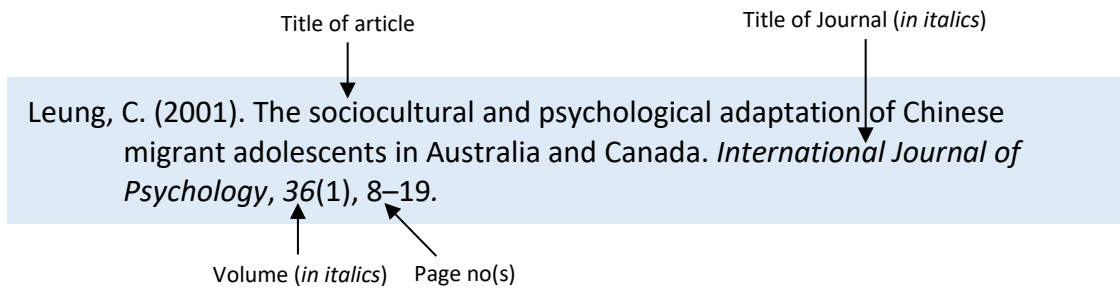
#### 1. Book



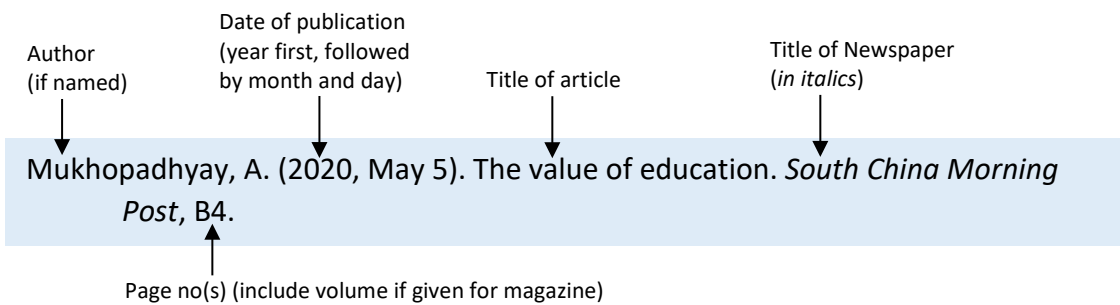
## 2. Chapter in an edited book



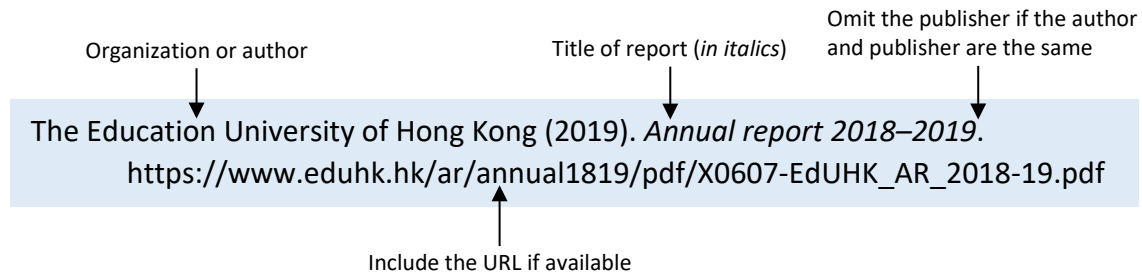
## 3. Journal article



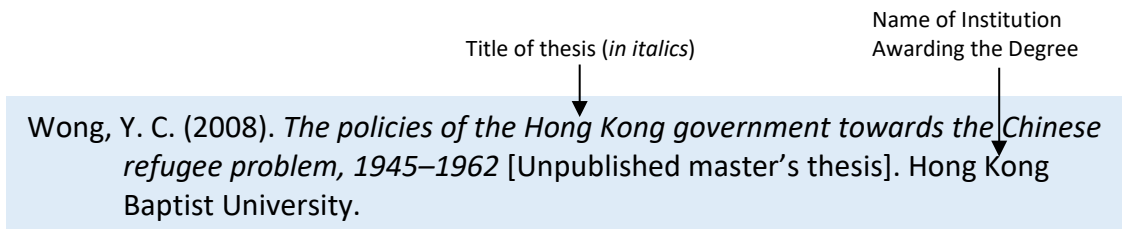
## 4. Newspaper article



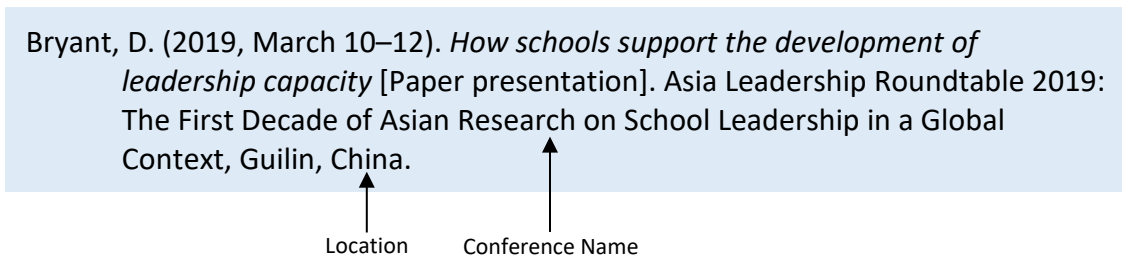
## 5. Report



## 6. Unpublished dissertation or thesis



## 7. Unpublished paper presented at a conference



## Writing a reference for an electronic resource

Basically, a reference for an online article includes the following components:

- Authors (if available)
- Date of publication
- Title of document or description
- DOI or URL

### 1. Journal article with a DOI

Include the digital object identifier (DOI) in the reference if one is assigned to the journal article.

Gao, X. (2008). Teachers' professional vulnerability and cultural tradition: A Chinese paradox. *Teaching and Teacher Education*, 24(1), 154–165.  
<https://doi.org/10.1016/j.tate.2006.11.011>

↑  
DOI

### 2. Journal article without a DOI, with a nondatabase URL

If no DOI is assigned to the journal article, include the home page URL for the journal in the reference.

Yang, C. C. R. (2010). Teacher questions in second language classrooms: An investigation of three case studies. *Asian EFL Journal*, 12(1), 181–201.  
<https://www.asian-efl-journal.com>

↑  
Journal home page URL

### 3. Journal, magazine or newspaper article without a DOI, from most academic research databases

Do not include the database name or URL in the reference.

Coniam, D. (2008). A longitudinal study of grammar gain in English medium of instruction schools in Hong Kong. *Hong Kong Journal of Applied Linguistics*, 11(1), 1–16.

### 4. Newsletter article

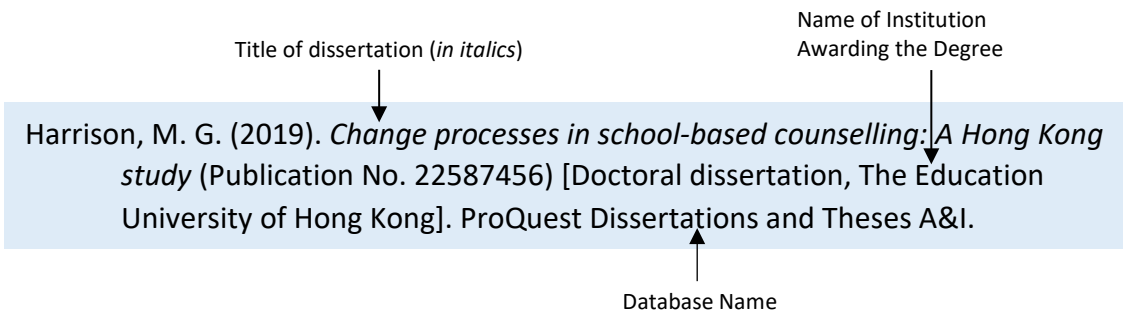
Thibeault, M. D. (2019, December). Broadening the music curriculum through popular music. *EdUHK Learning and Teaching Newsletter*, (6), 17–18.  
[https://www.eduhk.hk/lt-newsletter/issue6/assets/eduhk\\_l-t\\_all.pdf](https://www.eduhk.hk/lt-newsletter/issue6/assets/eduhk_l-t_all.pdf)

## 5. Journal article with 21 or more authors

For a work with up to 20 authors, include all of the names in the reference. When there are 21 or more authors, include the first 19 authors' names, insert an ellipsis (but no ampersand), and then add the final author's name.

Cova, F., Olivola, C. Y., Machery, E., Stich, S., Rose, D., Alai, M., Angelucci, A., Berniūnas, R., Buchtel, E. E., Chatterjee, A., Cheon, H., Cho, I.-R., Cohnitz, D., Dranseika, V., Lagos, Á. E., Ghadakpour, L., Grinberg, M., Hannikainen, I., Hashimoto, T., . . . Zhu, J. (2019). De Pulchritudine non est Disputandum? A cross-cultural investigation of the alleged intersubjective validity of aesthetic judgment. *Mind & Language*, 34(3), 317–338.  
<https://doi.org/10.1111/mila.12210>

## 6. Published dissertation or thesis from a database



## 7. Conference proceedings published as a book chapter

Man, Y.-K. (2018). Solving the Fagnano's problem via a dynamic geometry approach. In S.-I. Ao, H. K. Kim, O. Castillo, A. H.-S. Chan, & H. Katagiri (Eds.), *Transactions on engineering technologies: International MultiConference of Engineers and Computer Scientists 2017* (pp. 243-251). Springer.  
[https://doi.org/10.1007/978-981-10-7488-2\\_18](https://doi.org/10.1007/978-981-10-7488-2_18)



## 8. PowerPoint slides from a classroom website

If the slides come from Moodle, provide the name of the site and the login page URL.

Author, A. A. (Year). *Title of PowerPoint presentation* [PowerPoint slides].  
Moodle@EdUHK. <https://moodle.eduhk.hk/login/index.php>

## In-text Citations

If you wish to quote other people's works in your paper, you must list all these works in your reference list at the end of your paper. The examples below give basic guidelines as to how to make in-text citations so that the works can be easily found in your reference list.

### 1. Paraphrase (Summarize others' ideas in your own words)

You may put the author's name within the main body of the text. Here, the date of publication immediately follows the authors and is placed in brackets.

Author(s)      Date  
↓                    ↓  
Ho and Tsoi (2001) reported that in schools with more newly-arrived families, fewer parents were involved in volunteering and their intention of participating in decision-making is also weaker.

You may also put the author's name outside the main body of the text by placing the author's name and date of publication in brackets at the end of the main text.

In Hong Kong, the roles of teachers and parents in educating the children were seen as separate in the past (Llewellyn, 1982).

↑  
Author(s) & Date

Note how references that contain more than one piece of work are quoted:

Similar to some Asia-Pacific regions and the United States, the school-family communication in Hong Kong regions tends to decrease as the child grows up (NIER, 1996; OECD, 1997; Shen et al., 1994).

Place the citations in alphabetical order and separate them with semicolons

("et al." means "and others")

The above examples are extracted from:

Pang, I.-W. (2004). School-family-community partnership in Hong Kong—Perspectives and challenges. *Educational Research for Policy and Practice*, 3(2), 109–125. <https://doi.org/10.1007/s10671-004-5556-7>

## 2. Quotations

Note the use of quotation marks and page numbers.

Short quotes (under 40 words)

By so doing, elite parents, as pointed out by Wells and Serna (1997), "rationalize their children's entitlement to better educational opportunities based upon the resources that they themselves bring to the system" (p. 725).

Open quote

Close quote

Page no(s)

Full stop

Long quotes (over 40 words)

No quotation marks

... as suggested by Bourdieu (1991), a change of social institution of symbolic power:

Through a complex historical process, sometimes involving extensive conflict (especially in colonial contexts), a particular language or set of linguistic practices has emerged as the dominant and legitimate language, and other languages or dialects have been eliminated or subordinated to it. (p. 5)

Indented

The above examples are extracted from:

Lai, P.-S., & Byram, M. (2003). The politics of bilingualism: A reproduction analysis of the policy of mother tongue education in Hong Kong after 1997. *Compare: A Journal of Comparative and International Education*, 33(3), 315–334.  
<https://doi.org/10.1080/03057920302595>

### 3. In-text citations of electronic materials

Many electronic resources do not provide page numbers. If the paragraph numbers of an electronic source are visible, use the abbreviation “para.” preceding it.

(Corn, 2002, para. 1)

If the paragraph or page numbers are not visible, cite the heading or section name (if available) and the number of the paragraph.

(Coleman & Gøtze, n.d., Introduction section, para. 15)

↑  
No date is given

The above examples are extracted from:

Kennedy, K. J. (2003). Higher education governance as a key policy issue in the 21st century. *Educational Research for Policy and Practice*, 2(1), 55–70.  
<https://doi.org/10.1023/A:1024468018883>

### 4. An indirect source

The phrase “as cited in” indicates that the reference to Roberts’s view was found in Bitchener’s paper. Only Bitchener’s paper then appears in the reference list.

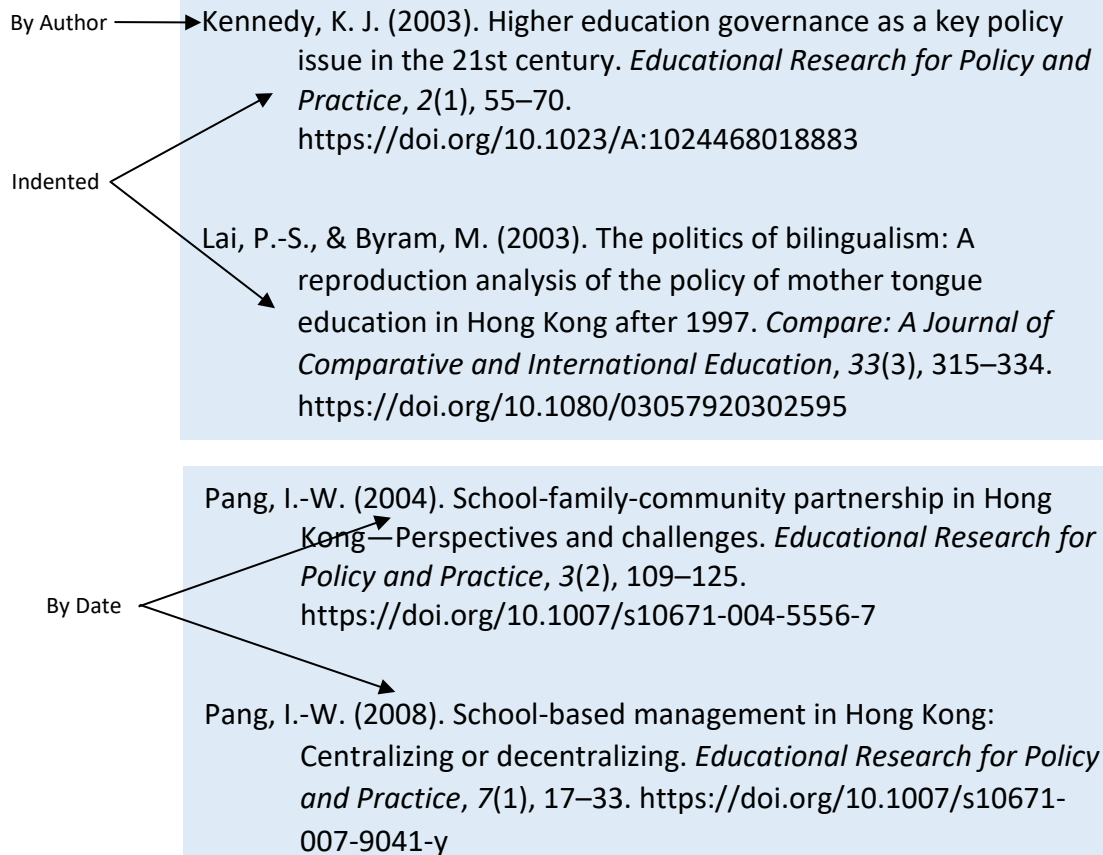
As mentioned by Roberts (1999), a large number of error types in the log can frustrate students (as cited in Bitchener, 2005).

The above example is extracted from:

Mak, P. (2019). From traditional to alternative feedback: What do L2 elementary students think? *International Journal of Applied Linguistics*, 29(1), 109–129.  
<https://doi.org/10.1111/ijal.12250>

## How to organize a list of references

You can organize your references alphabetically by author and entries should have a hanging indent. When there are multiple publications by the same author, you should order them by date of publication, the earliest first.



## Supplementary Notes

1. For a work with three or more authors, include the name of only the first author plus “et al.” in every in-text citation (even the first citation).

The Home-school Co-operation Research Report (Shen et al., 1994) depicted an overall picture of the attitudes and behavior of the various stakeholders towards home-school co-operation in the school system.

2. When citing sources of non-English languages, transliterate the author(s) and title in alphabet and translate the title into English with square brackets in the reference list.

Ma, N. (2010). *Xianggang zhengzhi fazhan licheng yu hexin keti* [Hong Kong politics: Development process and key issues]. Hong Kong Institute of Asia-Pacific Studies.

## Useful Resources

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
- [Academic Writer](#)
- [APA Style](#)
- [APA Style Blog](#)