

paraphrase is not to shorten the original text but to re-present it using your own words.



Look at the two texts below. The second is a paraphrase of the first. Notice, in particular, how the source of the idea (Wiley) is acknowledged in the paraphrase. It's as important to do this with paraphrasing as it is with quotations, the focus of our next section.

Text 1:

Whether language policies are implicit or explicit, they involve goals. On the surface these goals may be seen as either (1) language-related or (2) politically and economically motivated. Upon closer inspection, however, even goals that appear to be mostly language related are generally not without political or economic connection and impact. Among language-related goals, three broad types of policies can be identified: (1) language shift policy, (2) language maintenance policy, and (3) language enrichment policy.

(Adapted from Wiley, 2003)

Text 2:

Wiley (2003) observes that all language policies involve goals and that regardless of whether those goals are language related or politically and economically motivated, they will normally have some degree of political or economic connection or impact. He goes on to identify three broad policy types that can be found within language-related goals, namely language shift policy, language maintenance policy and language enrichment policy.

TRY IT OUT!

#13

Write a paraphrase of the following text using the '6 steps to effective paraphrasing' shown above.

Many teachers in all parts of the world claimed that having a large class prevented them from doing what they wanted to do to help learners make progress in developing their language proficiency. Yet what class size is large or too large depends to a great extent upon the individual teacher's perceptions and experiences. Teachers who have taught classes of 6–12 students in what might be described as elite contexts, such as company language programs or private language schools, complain when suddenly faced with a group of 22. Those who have coped with 40 in language learning classes cease to find that number large.

(Adapted from LoCastro, 2001)

8.4 Referencing styles

'Referencing styles' refers to the different sets of conventions that exist for citing sources in the main body of an essay, dissertation or thesis, and for listing them in the bibliography at the end of your work. Although some

university departments give their students quite a bit of freedom over which style they use, provided they use it consistently throughout their work, others are much more prescriptive and require their students to conform to a particular style. Different academic disciplines tend to favour particular referencing styles, and in the case of English language and linguistics one of the most widely used is APA style – the style of the American Psychological Association and on which we will focus in this chapter. APA is one variant of the Harvard system of referencing, sometimes called the 'author-date' system and a detailed account of it can be found in the following publication: American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.

The Harvard system of referencing has a number of different variants the differences between which are often very minor and concerned mainly with capitalisation and punctuation; as such, many English language and linguistics departments simply ask students to use the Harvard system and are content with whichever variant a student selects. Academic journals, however, will normally specify a particular variant and are not flexible in the same way. It's important to remember this should you choose to submit some of your work for publication at some point.

Whichever referencing style you end up using, it's important always to keep in mind the purpose of accurate referencing, namely to acknowledge the ideas of other scholars whose work you have drawn on in your essay or research project, and to enable your reader to easily locate the various sources you have cited and verify the information you have provided. This is done in two ways: by in-text referencing and end-of-text referencing – called the bibliography. In-text referencing refers (a) to the method of quoting your sources directly (as opposed to paraphrasing ideas), and (b) to citing sources you've used and providing their authors' names and the dates/page numbers of those sources. The end-of-text referencing (bibliography) comprises a list of all references you have used in your essay or research report and that includes authors' names, year of publication, title of the work, place of publication and the name of the publisher. As with in-text references, bibliographic entries need to be formatted in a certain way if they are to accord with APA style.

8.5 In-text referencing: how should I quote my sources?

Quoting extended extracts

If you want to include a quotation in your writing which exceeds two or three lines in length, it's normal practice to set it off from the rest of the text in the paragraph by: