

CITATION CONVENTIONS

1. In-text citation conventions

The conceptual/epistemological framework or literature review section has to be supported by in-text citations or quotations and paraphrases from relevant sources and these always have to be adequately acknowledged and referenced.

An initial distinction has to be made between quotations and paraphrases. **Quotations** are literal citations from the references and they are reproduced exactly in the same way as they appear in the original sources (*verbatim*). According to their length, the citation convention is different:

- **Short quotations** (up to three lines) are written in the same paragraph in inverted commas with the same type and size of print as the rest of the text.

Example: It was, however, in the 1990s that the concept of CLIL emerged and this decade has been considered that of “teaching and learning through a foreign language” (Marsh, 2002: 54).

- **Long quotations** (more than three lines or 40 words) are indented in a different paragraph, in smaller print size (one point less) without inverted commas. In any case, they should not be too long (up to approximately a maximum of twelve lines). Longer quotations have to be justified.

Example: In this same vein, Sala Álvarez del Manzano (2017) carried out a similar study with 54 teachers from Secondary Education public and private schools in Asturias in order to determine the level of satisfaction of bilingual teachers in this level and region, concluding the following:

Las causas de estancamiento en el aprendizaje de las lenguas extranjeras según los resultados obtenidos de la información aportada por el profesorado que participa en los proyectos bilingües residen de una parte en la deficiente actitud y falta de esfuerzo del alumnado, pero sobre todo son debidas al empleo de una metodología demasiado tradicional y gramatical que no dispone de práctica oral suficiente. Las dificultades que se encuentra el profesorado para el desempeño de su tarea son fundamentalmente carencias de recursos y de formación específica y permanente. Respecto a los factores que ayudan al aprendizaje de las lenguas extranjeras se destaca la interacción oral y el empleo de recursos

adecuados y multimedia. (Sala Álvarez del Manzano, 2017: 109).

- **Italics** are **never** used in quotations, except to emphasize a specific word or expression either in the initial source (emphasis in the original) or based on your own decision (my own emphasis).

Paraphrases reproduce ideas which are taken from particular sources but which are edited, summarized and reformulated in the researcher's own words. They appear in the running text with no specific typing conventions, but a reference has to be made to the original source(s) by using terms such as "This is based on... / The following ideas are taken / summarized from... / inspired by... / please, complete with... / please, for more detail refer to" or individual words or abbreviations of the type: "see... / consult... / cf. ...".

Whenever either quotations or paraphrases are used, the initial sources have to be acknowledged by citing the surname(s) of the author(s) –not the first name or the title of the publication–, the year of publication, and the page or page interval preceded by colon.

Introducing either literal or paraphrased lines or pages from bibliographical references without acknowledging them is considered to be **plagiarism**, which has to be avoided at all costs, since it is illegal, non-academic and unfair to the original authors (cf. [López-Peláez Casellas, 2015](#)). In the US, if a student plagiarizes, s/he is automatically expelled from university. In the Masters Degrees of our Department, plagiarism is cause for failure of the subject in question with a "0" grade.

A detailed source for "Citing and Referencing" is [Alcaraz Sintes \(2015\)](#). This chapter is a complete and relevant revision of citation and referencing conventions. The [APA](#) or [Chicago Manual of Style](#) citing conventions can also be followed. Whatever the citing convention you choose, please remember that adhering to it in full is paramount – **consistency** is essential in academic works of this nature.

2. Citing bibliographical references

All the authors and works which are either quoted, paraphrased, or referred to

throughout the text have to be duly acknowledged and referenced at the end of the paper, book chapter, journal article, or research project.

Basic information about how to cite bibliographical references is offered below, but please see Alcaraz Sintes (2015) for a detailed account of the different referencing styles and specific guidelines, supported by self-explanatory examples.

- **Books:** Surname(s) of the author(s), either initial or full name –be consistent–; year of publication –either in or without brackets, –again consistency is paramount here–; title of the book in italics; city: publisher.

Example:

Marsh, D. & Langé, G. (2000). *Using languages to learn and learning to use languages*. Jyväskylä, Finland: University of Jyväskylä.

- **Book chapters:** Surname(s) of the author(s) of the chapter, either initial or full name; year of publication; title of the chapter; in + either the initial or the full name of editors, surnames (ed./eds.), title of the book in italics, city: publisher, page interval for the chapter.

Example:

Coyle, D. (2009). Promoting cultural diversity through intercultural understanding: A case study of CLIL teacher professional development at in-service and pre-service levels. In M. L. Carrió-Pastor (Ed.). *Content and language integrated learning: Cultural diversity* (pp. 105-124). Frankfurt-am-Main: Peter Lang.

- **Journal articles:** Surname(s) of the author(s) of the article, either initial or full name; year of publication; title of the article; name of the journal in italics, volume (issue), page interval for the article.

Example:

Lasagabaster, D. (2009). The implementation of CLIL and attitudes towards trilingualism. *International Journal of Applied Linguistics*, 67(2), 23-45.

- **Theses:** The conventions for books are basically followed (without the place and publisher if they are unpublished) and a reference has to be made to

their character (e.g. Doctoral Dissertation) and the University where they were submitted.

Example:

Pascual Bajo, C. (2018). The impact of Content and Language Integrated Learning (CLIL) on Valencian secondary education students' English Language acquisition and academic achievement: A case study. Unpublished Doctoral Dissertation. València: Universitat de València Estudi General.

- **Conference papers:** They follow the conventions for either book chapters (if they are published in Conference Proceedings) or journal articles (if they are published in Journals). *See examples above.*
- **Electronic references:** If the author and the title are known, they have to be included and, in any case, the exact electronic link or website, and the date on which they were accessed for the last time.

Example:

Mitchell, J. A. (2017, May 21). *How and when to reference*. Retrieved from <https://www.howandwhentoreference.com>.

Remember that the second and following lines of the references have to be **indented** a centimeter from the left. And don't forget, as was mentioned previously, that **consistency** is paramount; always cite in the same way. A final aspect to underscore is that there must be a **perfect match** between the authors you mention in your in-text citations and the ones you include in your references section.

The in-text citations and references of an academic work (be it a journal article, a book, or an MA or PhD Dissertation) are two of its most important aspects; if inadequately rendered, they give an impression of sloppiness which detracts from the overall work, so please make sure they're revised to perfection.

References

Alcaraz Sintés, A. (2015). Citing and referencing. In M. L. Pérez Cañado & B. Pennock-Speck (Eds.). *Writing and presenting a dissertation on linguistics, applied*

linguistics and culture studies for undergraduates and graduates in Spain (pp. 107-129). València: Publicacions Universitat de València.

López-Peláez Casellas, J. (2015). 'Giving credit': an approach to plagiarism among university students. In M. L. Pérez Cañado & B. Pennock-Speck (Eds.). *Writing and presenting a dissertation on linguistics, applied linguistics and culture studies for undergraduates and graduates in Spain* (pp. 43-57). València: Publicacions Universitat de València.