

Formatting Essays for the Department of English Translation Studies

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1 Introduction

Students writing essays are often confused about how to format their papers. You may have learned some style at high school, but different schools use different guidelines. Even at the university level there are several standards in use. English departments in U.S. Universities often use the Modern Language Association (MLA) style, but many use the American Psychological Association (APA) style book as their guide.

Our department uses a modified APA style. This style sheet is in the form of a demonstration essay which serves as a model of the APA style and explains the special modifications used in our department. Included are examples of most stylistic requirements, how an essay is laid out, how a references list is formatted, and how supporting materials should be labelled. The example models teachers' expectations regarding a well-presented essay.

2 Layout questions

There may be special requirements for essays written for a specific course or option. Check with the teacher if you are uncertain whether or not to use the standard layout as described here. Written work for the other departments must follow the style sheet they have in use at the time.

2.1 Headers, headings and sub-headings

Please use a header with the name of the essay, your name, student number and the page number beginning from the second page. Alternatively, you may place the page number at the bottom of the page in the footer. DO NOT add page numbers manually unless you plan to hand in a printed version on paper. Instead, use the page number feature of your word processor.

A separate title page is not recommended in the case of pro-seminar and seminar papers to save printing and copying costs. A table of contents is needed for any type of written work of several pages. For essays, a title page is usually advisable. Use the table of content function in the word processor, if one is available. This has the advantage that in electronic form the table of contents works as a hyperlink list and allows the teacher to jump directly to a specific section of the text when needed.

The title of the essay on the first page of actual text should be a level 1 heading. The title can be formatted easily by placing the cursor somewhere in the text of the title and clicking the drop-down style menu, which you usually find next to the font and font size menus on the MS Word toolbar. It will probably have to be centred manually, with 'important words' in upper-case and 'minor words' in lower-case.

Use level 2 headings for major section headings. The heading at the beginning of this section (2.1) is a level 2 heading. Lower level sub-headings should be formatted with heading 3, 4, etc. There will be occasions when three or even four levels are required, but you should avoid using too many levels. For pro-seminar and seminar papers, sections and sub-sections should also be marked, using the European numbering system (1, 1.1, 1.2, 1.2.1, 1.2.2, *etc.*). Note that there is no full stop after the final numeral.

2.2 Spacing and indentions

If your teacher asks you to turn in a printed version of your essay, you should use 1.5 spacing for the body of your text. This allows the teacher to easily write comments between the lines if necessary. An exception is block quotes (see below). If you are asked to send the essay via e-mail, find out from the teacher how to set the spacing.

Although the first paragraph of each section is flush left (i.e. no indentation), the first line of every successive paragraph in the section should be indented approximately five spaces. If the default indentation is more (which usually is the case), reset it from the **Format – Tabs** menu to **1 cm.** or by using the cursor on the format ruler. Remember to select the entire text before doing this; otherwise, the change will only affect the paragraph you are currently working in. You may also have noticed that there are two spaces after the last paragraph of each section, but only one space between other paragraphs in the section. The page margins that are set as the default in Word are usually acceptable, but if they look too large or too small, reset them from **File – Page setup**. Examples should be indented from the rest of the text to make them clearly identifiable.

3 Punctuation Problems

There are several common punctuation errors that appear in 70% or more of submitted essays. One correct usage problem was just demonstrated, and that is the fact that a percent sign (%) should be used after numbers rather than spelled out in words. Also note that unlike Finnish, there is no space between the number and the percentage sign.

Because this model essay is meant to clarify questions of formatting style, the purpose of this section is to highlight some of the most common errors made in this area and demonstrate correct usage. For more detailed information on the multifaceted question of punctuation, refer to a grammar book or the American Psychological Association style manual (there are several sites on the Internet where you can find the most recent version).

3.1 Commas, full stops, quotations, and end marks

One major question in comma usage is whether or not to place a comma before ‘and’ and ‘or’ in a series of three or more items. One correct example would be:

According to Chesterman (1997: 68-70), the professional norms in translation consist of the accountability norm, the communication norm, and the 'relation' norm.

An equally correct example is:

An instrumental translation, a covert translation and a domesticated translation all aim to make the reader feel like the text is not a translation at all, but perhaps originally written in the target language.

These are examples of alternative usage, both of which are acceptable. The point is to choose one style and *be consistent* (at least in the same text).

Academic essays should contain mainly your paraphrases of the ideas you read in the literature of the field. However, you may also use direct quotations. One source¹ lists the following reasons for doing so:

1. When presenting a significant thought by an authority
2. When the material is unique and memorable
3. When the idea conflicts with the mainstream of thought
4. When presenting statistics and technical data
5. When the original statement is well-written and more compelling than a summary or paraphrase
6. When readers may question a controversial point of view

Using direct quotations entails using punctuation that is not usually employed in other types of writing. For example, special field terms are often enclosed in inverted commas (a.k.a. single quotation marks), whereas 'real quotes' are placed in double quotation marks:

The three essential characteristics of these elements, which we refer to as 'rich points,' are: (1) that they should provide variety in the types of translation problems studied, (2) that they do not lead to immediate and acceptable solutions and (3) that they should be homogeneous in all the languages (so comparisons can be made).

Nowadays, most practitioners and theorists agree that translation competence – defined by PACTE as “the underlying system of knowledge and skills needed to be able to translate” (2000: 100) – goes beyond the skills normally associated with bilingualism and communication in a foreign language.

In English, we prefer the 66...99 type quotation marks (*i.e.* “This way” not ”this way”). Setting the language to English in your word processor should automatically give the desired result.

¹ http://infotrac.thomsonlearning.com/infowrite/res_quotations.htm

A general rule of thumb is that commas and full stops (a.k.a. ‘periods’ in American English) come before the final quote mark, and all other punctuation marks go after the final quote mark **unless** they are followed by a reference or they are part of the quote. The following examples show the correct English usage:

As Venuti (1998: 124) says, children’s bestsellers, like any other bestsellers, “must appeal to different constituencies [and] be intelligible within the different, potentially conflicting codes and ideologies that characterize that audience.”

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To what extent does the ordering of items derived from these external criteria conform with the learner’s “built-in syllabus”? Ellis (1993), for example, asks, “What will a syllabus for explicit knowledge consist of?”

In the individual tests required by the university at the end of each semester, my main criterion for summative assessment always boils down to “how long does it take me to take the student’s work and turn it into a professional quality product ready to be submitted to a client?” But can the time needed by the teacher to proof-read and edit a student translation really be considered what the author refers to as “best practice in assigning grades”?

Many times, no punctuation is needed to separate the frame sentence from the quotation, but in some cases the grammatical construction may require a comma. In English, unlike in Finnish, we use a colon before a direct quotation only at the end of an independent clause. These examples should help:

Munday (2001), on the other hand, says that “[i]n the 1990s discourse analysis came to prominence in translation studies.”

According to Munday (2000), “[i]n the 1990s discourse analysis came to prominence in translation studies.”

Munday (2001), on the other hand, claims the following: “In the 1990s discourse analysis came to prominence in translation studies.”

3.2 Brackets

Square brackets are used to indicate material that is an addition by the present author (you) which is not in the original text of a direct quotation but that can be interpreted from the rest of the text or from general knowledge. An example would be:

“The descriptive model [of translation shifts] involves a detailed comparison of ST and TT,” according to Munday (2001: 63).

Here, the information in the square brackets is meant to assist the reader, who does not have access to the previous section of the text in question.

Another use of square brackets is to indicate changes made to the text of a quotation to make it conform to grammatical restrictions. For instance, in the following example the second quotation was from the beginning of a sentence and thus had a capital T (This may be...).

Munday (2001: 46) says that “Newmark’s terms semantic translation and communicative translation... have generally received less discussion than Nida’s formal and dynamic equivalence” and that “[t]his may be because...”

Any other additions or explanation added to direct quotations by the author must be signalled to the reader.

The word *sic* is Latin and means ‘thus’. It is used to indicate that the present author (you) found something considered to be a misprint or a mistake in the original text, but because you are quoting the text, you are not allowed to change it.

“In her [*sic*] book, Reiss and Vermeer state that the Skopos theory can be considered part of the general theory of translation, as it deals with a translational action that is ST-based.”

The *sic* signals to your readers that you noticed this mistake and not made it yourself. It is in italics because it is not an English word. All such phrases should be in italics, for example:

ibid., e.g., i.e., esprit de corps, Besserwisser, de capo

In modern English, hundreds, thousands, *etc.* are usually separated by spaces when writing large numbers. If you want to use punctuation, please remember that in English we use a full stop for the decimal point, NOT a comma. Which numeral below is larger?

93,850 or 93.850

The answer is, “It depends on which language you are thinking in!”

3.3 Hyphenation and dashes

Correct usage of the hyphen, an often misused punctuation mark, is shown in Table 1. If are you in doubt, as a rule of thumb use hyphens for clarity rather than omit them. NB. In English the hyphen never has a space both before and after it. In compound words it has no spaces around it at all. The exceptions in which a space after it is allowed are shown in Table 1. A dash, on the other hand (which is longer than a hyphen), always has spaces on both sides. For example:

It is difficult for many learners to use English prepositions correctly – this is one of the most common problems in teaching English as a foreign language.

However, it should be noted that the use of the dash is considered informal style, and is probably best avoided in academic writing.

When listing a range of pages, dates, *etc.*, English uses a simple hyphen with no spaces around it, not the longer en dash (–) or em dash (—) which Finnish prefers:

In Munday’s book (2001), pages 18-34 deal with translation theories before the twentieth century.

3.4 Capitalization

Capitalizing the first letter of a word is required for four major areas:

- (a) the first word of a complete sentence,
- (b) beginning or major words in titles of books,
- (c) nouns followed by numbers or letters (*e.g.*, Table 4)
- (d) proper nouns and adjectives (*e.g.* Cambridge University, Native American literature, German theorists), as well as

Other specific instances are as follows:

1. the first word after a colon if it is part of a complete sentence,

Translators need three characteristics: perseverance, ingenuity and intelligence.
Translators need three characteristics: These are perseverance, ingenuity and most of all intelligence.

2. major words in table headings and figure legends,

3. proper names, names of university departments (Department of English Translation Studies) or subjects (Translation Studies), and trade or brand names. Laws, theories, and hypotheses are not capitalized unless they contain a person's name (the first law of thermodynamics *but* Grimm's Law)

4. nouns followed by a number or letter denoting a numbered or series position; this makes the title into a proper noun (*e.g.* in Table 3... *vs.* in the next table you can see...).

5. test titles, factor analysis names or numbers, and names of variables (Self-Directed Learning Readiness Scale; Factor 1).

4 General stylistic requirements

1. A general rule of thumb is to use italics and other marks of emphasis (i.e. quotation marks, bold, and capitalized letters) sparingly.

2. Use abbreviations and acronyms sparingly. Excessive use of abbreviations actually hinders communication.

3. Use numerals to express numbers 10 and above except at the beginning of a sentence; spell out words for nine and below, except for numbers used in conjunction with a larger number (*e.g.*, 5 to 12), numbers in mathematical functions, and numbers denoting place in a series (*e.g.*, Grade 6). The latter could be rewritten correctly as the sixth grade.

4. Footnotes and endnotes should be used very sparingly (most essays are much better without them), although explanatory footnotes for tables and figures are sometimes necessary. If you use footnotes make them with your word-processing function, not by typing at the bottom of the page.

5. Use the common two-letter abbreviations for states and territories (*e.g.*, AL, NY, WI, etc.) in the references list shown at the end of the essay.

6. Personal communications are cited only in the text and are not included in the references list.

7. Do not hyphenate long words 'by hand' at the end of a line - let the word processor take care of it for you. If a word that needs to be hyphenated occurs near the end of the line, hold down the

Control and Shift keys simultaneously while you type the hyphen. This will prevent the word from being separated if it does not all fit on one line.

8. Adhere carefully to guidelines to reduce sex or racial bias in language (American Psychological Association, 2001, beginning on page 61). For example, instead of using 'he' when you are referring to an unidentified person or 'he or she', 'he/she' or 's/he', try to use the plural whenever possible:

A student must decide what *he* will study as *his* minor subject very early on.

A student must decide what *he or she* will study as *his or her* minor subject very early on.

=> Students must decide what *they* will study as *their* minor subject very early on.

Use the spelling checker of your word processor before handing the essay in. You can also use the grammar checker, but be aware that it is not always the best guide to proper usage for academic writing (e.g. it discourages you from using passive sentences). Remember that you can also add words to the dictionary and teach the program to accept them, but be sure that the word really exists and is spelled correctly.

5 Tables and figures

Tables and figures can be used to clarify your text and make it more readable. Table 1 (described earlier – see below) illustrates the stylistic expectations for tables. Use figures when a picture, model, or drawing augments text information. They should be easy to read and understand. Figure legends and captions should be concise, communicate well, and be shown flush to the left margin. The word "Figure" and any accompanying number are in italics followed by a period. This is followed by the figure title, in regular font (not italics). You should only capitalize the first word and any proper nouns used in the figure title. Any necessary notes go below the legend. Tables and figures may be used in the body of the text, or they may be placed at the end of the paper after the reference list, as is done here.

6 Reference citations in the text

There are several rules that need to be followed in referencing supportive materials. In addition to those shown earlier in this article, the following illustrations typify the most common rules:

The author's name and date of publication should only appear once in the same sentence.

Drake (1984) discovered that . . .
In a recent study (Drake, 1984) it was discovered . . .
In 1984, Drake discovered that...
NOT: Drake (1984) mentions this in a recent article (Drake, 1984).

The first mention of more than two authors should include all their names; a subsequent citation should use the *et al.* option.

Drake, Adams, and Smith (1992) found . . .
It was found later (Drake *et al.*, 1992) . . . that
Later, Drake *et al.* found...

In fluent text, use *and* between the names of authors; inside parentheses and in the reference list always use the symbol &.

Judd and Ryner (1981) demonstrated . . .
It has been demonstrated (Judd & Ryner, 1981) . . .

If you read what one author says about author's work, but have not yourself read the second author's works, this is called a secondary reference. Here are some examples of how to treat a secondary reference in the text:

Bolton (1987, p.7) cites Carl Rogers who stated "The whole task of psychotherapy is the task of dealing with a failure in communication".

"The whole task of psychotherapy is the task of dealing with a failure in communication". This statement by Carl Rogers (Bolton, 1987, p.7) implies the significance of psychotherapy as an intervention measure to improve communication.

Lilly (1980, cited in Maxwell, 1999, p. 25) states that "...".

Lilly's 1980 study (cited in Maxwell, 1999, p.25) found that ...

In the reference list, you should include information on both author's works. If secondary references are used, it should be clear to the reader from the text that the secondary reference has not been read.

When citing electronic sources, use the name of the author if it is available. It is hoped that students will use only reliable and 'respectable' on-line sources, such as the electronic versions of scholarly journals, in which case the author's name and the other information needed for paper version references is easily available. If this is not the case, use the following methods of referring to the reference in order of preference:

1. the author's name

2. the name of the article
3. a shortened form of the name of the article
4. the name of the organization publishing the article

If you cannot find any of the above information, it is probably better not to use the article in an academic essay at all. The full url (website address) should never be used in the text as a citation device. If there are no page numbers in the document, use the paragraph number if possible (e.g. ¶ 32 *or* para. 32).

Short quotations (fewer than 40 words) should be incorporated in the text. Longer quotes should be in free-standing, indented blocks of lines (single spaced), without quotation marks in 10 point font. The punctuation also differs: the quotation ends with a full stop, then the citation information is placed on a new line inside parentheses:

Statistical machine translation was introduced by work at IBM (Brown et al., 1990, 1993). Currently, the most successful such systems employ so-called *phrase-based methods* that translate input text by translating sequences of words at a time (Och, 2002; Zens et al., 2002; Koehn et al., 2003; Vogel et al., 2003; Tillmann, 2003). Phrase-based machine translation systems make use of a language model trained for the target language and a translation model trained from a parallel corpus. The translation model is typically broken down into several components, e.g., reordering model, phrase translation model, and word translation model.
(Koehn, 2004: 35)

Block quotes can be made by typing the text normally, then clicking the **Increase indent** icon on the toolbar, not by using the tab key at the beginning of each line. A short-cut for this in MS Word is to press **Control+M** with the cursor somewhere in the text of the quote.

Use three ellipsis points (three full stops) for omitted material within a quoted sentence and four ellipsis points for omissions longer than part of the same sentence (literally a period followed by the three dots).

Original text:

In 1981, Judd and Ryner demonstrated that it was possible to do this. Their work is well known and need not be explained here. The important thing is that their experiments proved the theory's viability.

Citation:

“In 1981, Judd and Ryner demonstrated... the theory's viability.”

In the basic APA style you use page numbers in text only for identifying quoted materials; page numbers are not needed for non-quoted borrowed ideas. In our department you are asked to use page numbers more abundantly.

7 The reference list

The final part of an academic essay is a complete reference list of all citations noted in the paper, including electronic journal citations. Do not include references not cited. Personal communications (*e.g.* an unpublished interview with a translator or personal e-mail) is mentioned only in the text, not in the reference list. The next section explains how to cite paper-based references.

7.1 Paper-based references

The general pattern of necessary elements is as follows: (a) author's last name, (b) author's initials as shown on the original source, (c) the year of the publication in parentheses, (d) the title (if an article or book capitalize the first word, proper names, and the first word after any colon; titles of books or journals should be italicized); (e) for journal articles use journal names, volume number (both italicized), and page numbers (not italicized); for books use city, state (if city not well known), and the publisher. Each element of the reference is followed by a period. Multiple citations by the same author in the same year should be alphabetized. See this article's annotated model reference list for several samples. The reference list should begin on a new page.

The items in the reference list are formatted with so-called hanging indention. This is easiest to achieve by writing the reference list first as plain text, with a space between each reference, then highlight the entire list and press Control+T. If there are two or more references from the same author, a long dash is used instead of the name after the first mention.

Special problems are presented by the increasing use of electronic sources. The following guidelines² should cover all possible cases:

7.2 Electronic references

Article From an On-line Periodical

In 2007, the APA released several additions/modifications for documentation of electronic sources in the APA Style Guide to Electronic References. These changes are reflected in the entries below. **Please note** that there are no spaces used with brackets in APA.

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses. Provide a retrieval date only if the information is likely to be updated or changed at a later date (as in the case of blogs and wikis). Since many online periodicals appear in their "final" form, a retrieval date is not necessary.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical, volume number*(issue number if available). Retrieved month day, year, (if necessary) from <http://www.someaddress.com/full/url/>

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites, 149*. Retrieved May 2, 2006, from <http://www.alistapart.com/articles/writeliving>

Online Scholarly Journal Article

Since online materials can potentially change URL's, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOI's are an attempt to provide stable, long-lasting links for online articles. They are unique to their documents and consist of a long alphanumeric code. Many – but not all – publishers will provide an article's DOI on the first page of the document.

Note that some online bibliographies provide an article's DOI but may "hide" the code under a button which may read "Article" or may be an abbreviation of a vendors name like "CrossRef" or "PubMed." This button will usually lead the user to the full article which will include the DOI. Find DOI's from print publications or ones that go to dead links with CrossRef.org's "DOI Resolver," which is displayed in a central location on their home page.

Article From an Online Periodical with DOI Assigned

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume number*. doi:0000000/000000000000

Brownlie, D. Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing, 41*(11/12), 1245-1283. doi:10.1108/03090560710821161

Article From an Online Periodical with no DOI Assigned

Online scholarly journal articles without a DOI require a URL but do not require a retrieval date. Provide a retrieval date only if the information is likely to be updated or changed at a later date (as in the case of blogs and wikis). Since most journal articles appear in their "final" form, a retrieval date is not needed.

² <http://owl.english.purdue.edu/owl/resource/560/10/>

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number. Retrieved month day, year, from <http://www.someaddress.com/full/url/>

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. Retrieved February 20, 2001, from <http://www.cac.psu.edu/jbe/twocont.html>

If the article appears as a printed version as well, the URL is not required. Use "Electronic version" in brackets after the article's title.

Whitmeyer, J.M. (2000). Power through appointment [Electronic version]. *Social Science Research*, 29, 535-555.

Article From a Database

When referencing material obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). Then add information that gives the date of retrieval and the proper name of the database. This will allow people to retrieve the print version if they do not have access to the database from which you retrieved the article. You can also include the item number or accession number in parentheses at the end, but the APA manual says that this is not required. (For more about citing articles retrieved from electronic databases, see page 278 of the Publication Manual.)

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating*, 8(3). Retrieved February 20, 2003, from PsycARTICLES database.

Abstract

If you only cite an abstract but the full text of the article is also available, cite the online abstract as other online citations, adding "[Abstract]" after the article or source name. If only the abstract is available, write "Abstract retrieved from" and provide the database name or URL.

Paterson, P. (2008). How well do young offenders with Asperger Syndrome cope in custody?: Two prison case studies [Abstract]. *British Journal of Learning Disabilities*, 36(1), 54-58. Retrieved from EBSCO Host database.

Bosson, G. Ergativity in Basque. *Linguistics*, 22(3), 341-392. Abstract retrieved from Linguistics Abstracts Online.

Newspaper Article

Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved <http://www.someaddress.com/full/url/>

Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York Times*. Retrieved from <http://www.nytimes.com>

Electronic Books

Electronic books may include books found on personal websites, databases, or even in audio form. Use the following format if the book you are using is only provided in a digital format or is difficult to find in print. If the work is not directly available online or must be purchased, use "Available from," rather than "Retrieved from," and point readers to where they can find it.

De Huff, E.W. *Taytay's tales: Traditional Pueblo Indian tales*. Retrieved from <http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html>

Davis, J. *Familiar birdsongs of the Northwest*. Available from <http://www.powells.com/cgi-bin/biblio?inkey=1-9780931686108-0>

Chapter/Section of a Web document or Online Book Chapter

Author, A. A., & Author, B. B. (Date of publication). Title of article. In Title of book or larger document (chapter or section number). Retrieved month day, year, from <http://www.someaddress.com/full/url/>.

Engelshcall, R. S. (1997). Module mod_rewrite: URL Rewriting Engine. In *Apache HTTP Server Version 1.3 Documentation* (Apache modules.) Retrieved March 10, 2006, from http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html

Peckinpugh, J. (2003). Change in the Nineties. In J.S. Bough and G.B. DuBois (Eds.), *A century of growth in America*. Retrieved from GoldStar database.

NOTE: Use a chapter or section identifier and provide a URL that links directly to the chapter section, not the home page of the Web site.

Online Book Reviews

Cite the information as you normally would for the work you are quoting. (The first example below is from a newspaper article; the second is from a scholarly journal.) In brackets, write "Review of the book" and give the title of the reviewed work. Provide the web address after the words "Retrieved from," if the review is freely available to anyone. If the review comes from a subscription service or database, write "Available from" and provide the information where the review can be purchased.

Zacharek, S. (2008, April 27). Natural women [Review of the book *Girls like us*]. *The New York Times*. Retrieved from <http://www.nytimes.com/2008/04/27/books/review/Zacharek-t.html?pagewanted=2>

Castle, G. (2007). New millennial Joyce [Review of the books *Twenty-first Joyce*, *Joyce's critics: Transitions in reading and culture*, and *Joyce's messianism: Dante, negative existence, and the messianic self*]. *Modern Fiction Studies*, 50(1), 163-173. Available from Project MUSE Web site: http://muse.jhu.edu/journals/modern_fiction_studies/toc/mfs52.1.html

Dissertation/Thesis from a Database

Biswas, S. (2008). *Dopamine D3 receptor: A neuroprotective treatment target in Parkinson's disease*. Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

Online Encyclopedias and Dictionaries

Often encyclopedias and dictionaries do not provide bylines (authors' names). When no byline is present, move the entry name to the front of the citation. Provide publication dates if present or specify (n.d.) if no date is present in the entry. Because updates and modifications are not normally specified, provide the retrieval date in the citation. When listing the URL, give only the home or index root as opposed to the URL for the entry.

Feminism. (n.d.) In *Encyclopædia Britannica online*. Retrieved March 16, 2008, from <http://www.britannica.com>

Online Bibliographies and Annotated Bibliographies

Jürgens, R. (2005). *HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography*. Retrieved from http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf

Data Sets

Point readers to raw data by providing a Web address (use "Retrieved from") or a general place that houses data sets on the site (use "Available from").

United States Department of Housing and Urban Development. *Indiana income limits* [Data file]. Retrieved from http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf

Graphic Data (e.g. Interactive Maps and Other Graphic Representations of Data)

Give the name of the researching organization followed by the date. In brackets, provide a brief explanation of what type of data is there and in what form it appears. Finally, provide the project name and retrieval information.

Solar Radiation and Climate Experiment. (2007). [Graph illustration the SORCE Spectral Plot May 8, 2008]. *Solar Spectral Data Access from the SIM, SOLSTICE, and XPS Instruments*. Retrieved from http://lasp.colorado.edu/cgi-bin/ion-p?page=input_data_for_spectra.ion

Qualitative Data and Online Interviews

If an interview is not retrievable in audio or print form, cite the interview only in the text (not in the reference list) and provide the month, day, and year in the text. If an audio file or transcript is available online, use the following model, specifying the medium in brackets (e.g. [Interview transcript, Interview audio file]):

Butler, C. (Interviewer) & Stevenson, R. (Interviewee). (1999). *Oral History 2* [Interview transcript]. Retrieved from Johnson Space Center Oral Histories Project Web site: http://www11.jsc.nasa.gov/history/oral_histories/oral_histories.htm

Online Lecture Notes and Presentation Slides

When citing online lecture notes, be sure to provide the file format in brackets after the lecture title (e.g. PowerPoint slides, Word document).

Hallam, A. *Duality in consumer theory* [PDF document]. Retrieved from Lecture Notes Online Web site: <http://www.econ.iastate.edu/classes/econ501/Hallam/index.html>

Roberts, K. F. (1998). *Federal regulations of chemicals in the environment* [PowerPoint slides]. Retrieved from <http://siri.uvm.edu/ppt/40hrenv/index.html>

Nonperiodical Web Document, Web Page, or Report

List as much of the following information as possible (you sometimes have to hunt around to find the information; don't be lazy. If there is a page like <http://www.somesite.com/somepage.htm>, and [somepage.htm](http://www.somesite.com/somepage.htm) doesn't have the information you're looking for, move up the URL to <http://www.somesite.com/>):

Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved month day, year (only if the text may potentially change over time), from <http://Web address>

NOTE: When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

Computer Software/Downloaded Software

Do not cite standard office software (e.g. Word, Excel) or programming languages. Provide references only for specialized software.

Ludwig, T. (2002). PsychInquiry [computer software]. New York: Worth.

Software that is downloaded from a Web site should provide the software's version and year when available.

Hayes, B., Tesar, B., & Zuraw, K. (2003). OTSoft: Optimality Theory Software (Version 2.1) [Software]. Available from <http://www.linguistics.ucla.edu/people/hayes/otsoft/>

E-mail

E-mails are not included in the list of references, though you parenthetically cite them in your main text: (E. Robbins, personal communication, January 4, 2001).

Online Forum or Discussion Board Posting

Include the title of the message, and the URL of the newsgroup or discussion board. Please note that titles for items in online communities (e.g. blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name. Place identifiers like post or message numbers, if available, in brackets. If available, provide the URL where the message is archived (e.g. "Message posted to..., archived at...").

Frook, B. D. (1999, July 23). New inventions in the cyberworld of toylandia [Msg 25]. Message posted to <http://groups.earthlink.com/forum/messages/00025.html>

Blog (Weblog) and Video Blog Post

Include the title of the message and the URL. Please note that titles for items in online communities (e.g. blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name.

Dean, J. (2008, May 7). When the self emerges: Is that me in the mirror? Message posted to <http://www.spring.org.uk/>

the1sttransport. (2004, September 26). Psychology Video Blog #3 [Video File]. Video posted to <http://www.youtube.com/watch?v=lqM90eQi5-M>

Wikis

Please note that the *APA Style Guide to Electronic References* warns writers that wikis (like Wikipedia, for example) are collaborative projects which cannot guarantee the verifiability or expertise of their entries.

OLPC Peru/Arahuay. (n.d.). Retrieved May 1, 2008, from the OLPC Wiki: http://wiki.laptop.org/go/OLPC_Peru/Arahuay

Audio Podcast

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Bell, T. & Phillips, T. 2008, May 6). A solar flare. *Science @ NASA Podcast*. Podcast retrieved from <http://science.nasa.gov/podcast.htm>

Video Podcasts

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Scott, D. (Producer). (2007, January 5). The community college classroom [Episode 7]. *Adventures in Education*. Podcast retrieved from <http://www.adveeducation.com>

Appendix 1: An annotated model reference list

Beeby, A., Ensinger D., & Presas M. (eds.). 2000. *Investigating Translation* [online]. Retrieved 17 August 2006 from <http://www.fti.uab.cat/pacte/publicacions/Benjamins2000.pdf>.

This is a typical reference to on-line material. This is an on-line version of an edited book (also available in printed form). This is apparent from the fact that the title is in italics.

Bergen, D. 2006a. Learning strategies and learner autonomy in translator training. In Tommola J. & Gambier Y. (eds.), 119-126.

An article in an edited book with two editors (eds.). The book from which the article is taken has its own reference containing the printing information.

—— 2006b. Translation strategies and the student of translation. In Tommola J. (ed.), 109–126.

An article in an edited book with only one editor (ed.)

Block, David 2003. *The Social Turn in Second Language Acquisition*. Edinburgh: Edinburgh University Press.

A book by a single author. After the name of the book (in italics), you find the place of printing followed by a colon and the name of the printing company or publisher.

Chamot, A. & O'Malley, J. M. 1994. *The CALLA Handbook*. Reading, MS.: Addison-Wesley.

A book written by two authors.

Chamot, A. 2004. Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1:1, 14–26 [online]. Retrieved 17 August 2006 from <http://e-flt.nus.edu.sg/v1n12004/chamot.pdf>.

An article by a single author from an on-line journal. Notice that the name of the article is in regular font, and the name of the journal is in italics.

Chesterman, A. 1997. *Memes of Translation*. Amsterdam: Benjamins.

—— 1991. *On definiteness: A Study with Special Reference to English and Finnish*. Cambridge: Cambridge U.P.

The long dash at the beginning of the line indicates that the author is the same as in the previous entry.

Colina, S. 2002. Second language acquisition, language teaching and translation studies. *The Translator* 8, 1–24.

An article from the printed version of an academic journal. This reference only has the volume (8) and page numbers (1-24). See below for another type of journal reference.

Danks, J., Shreve, G., Fountain, S. & McBeath, M. (eds.).1997. *Cognitive Processes in Translation and Interpretation*. Thousand Oaks, CA.: Sage Publications.

An edited book with more than three editors. All the editors must be mentioned in the reference list, as well as the first time the source is mentioned in the text. Later in the text you may use Danks et al. 1997.

Gass, S. & Selinker, L. 1994. *Second Language Acquisition: An Introductory Course*. Hillsdale, NJ: Erlbaum.

Hatim, B. 2001. *Teaching and Researching Translation*. Harlow: Pearson Education.

Kaur, K. 2005. Parallelism between language learning and translating. *Translation Journal* 9:3. Retrieved 17 August 2006 from <http://accurapid.com/journal/33edu.htm> (17August 2006).

Kinoshita, C. 2003. Integrating language learning strategy instruction into ESL/EFL lessons. *The Internet TESL Journal*, 9:4. Retrieved 17 August 2006 from <http://iteslj.org/Techniques/Kinoshita-Strategy.html> (17 August 2006).

Kiraly, D. 2000. *A Social Constructivist Approach to Translator Education: Empowerment from Theory Practice*. Manchester: St. Jerome.

McLaughlin, B. 1987. *Theories of Second Language Learning*. London: Arnold.

Malmkjær, K. (ed.) 1998. *Translation and Language Teaching*. Manchester, UK.: Strategy Jerome.

O'Malley, J. M. & Chamot, A. 1995. *Learning Strategies in Second Language Acquisition*. UK: Cambridge University Press.

Oxford, R. 1990. *Language Learning Strategies – What Every Teacher Should Know*. New York: Newbury House.

PACTE 2005. Acquiring translation competence: hypotheses and methodological problems in a research project. In: Beeby et al. (eds), 99–106.

An article published by a research group (PACTE)

Rivers, W. 2001. Autonomy at all costs: An ethnography of metacognitive self assessment and self management among experienced language learners. *The Modern Language Journal*, 85 (2), 279-290.

This journal article reference includes the volume (85), the issue (2) and the pages (279-290).

Robinson, D. 1997. *Becoming a Translator*. London: Routledge.

Rubin, J. & Thompson, I. (1994). *How To Be a More Successful Language Learner*. Boston, MA: Heinle & Heinle Publishers.

Sager, J. 1994. *Language Engineering and Translation: Consequences of Automation*. Philadelphia: Benjamins.

Tommola, J. (ed.). 2006. *Kieli ja Kulttuuri Kääntäjän Työvälineinä*. Turku: Turun yliopisto, englannin kielen kääntäminen ja tulkkaus.

Tommola, J. & Gambier, Y. (eds.). 2006. *Translation and Interpretation – Training and Research*. Turku: Turun yliopisto, englannin kielen kääntäminen ja tulkkaus.

Appendix 2: Example tables and figures

Table 1. Guide to Correct Hyphenation

Rule	Example(s)
Compound with a participle when preceding a modified noun	role-playing exercise
Adjective phrase when preceding a modified noun	one-or-two item questionnaire
Adjective and noun compound when it precedes a modified noun	lower-class cohort
Compound with a number preceding a noun	two-way analysis of variance 10th-grade class
Two or more compound modifiers for a common base	long- and short-term memory
Capitalized base word compounds	pro-Knowles
Number as base word in a compound	pre-1970
Abbreviation as base word in a compound	pre-SDLRS era
Several word compound	non-SDLRS-oriented
All self-compounds	self-directed learning
Words that could be misunderstood	re-pair the group [form new pairs]
Words that would be misread	anti-instructional

Table 2. Examples of splitting German words by English-speaking translation students

Original word	Split word	
	linguistic-based	corpus-based
Arbeitnehmer	Arbeit Nehmer	Arbeitnehmer
Treibhauseffekt	Treib Haus Effekt	Treibhauseffekt
Treibhauseffektgase	Treib Haus Effekt Gase	Treibhauseffekt Gase

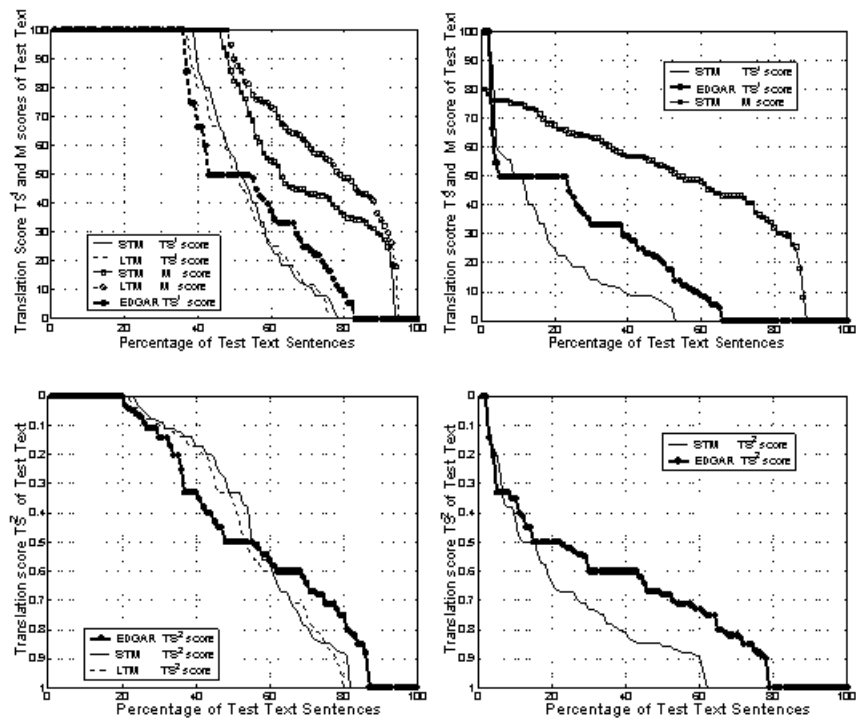


Figure 1: Translation score of test corpus

The left diagrams depict (in percent) translation scores of the 265 test text sentences. The right diagram shows the 128 (STM and EDGAR) translations which achieved 80% STM match score or less. The upper two diagrams show evaluation of test translations according to the TS₁; the lower according to TS₂. In addition to this the upper left diagram plots the LTM and STM match scores and the upper right diagram plots the STM match scores less or equal to 80%.