Understanding In-Text Citations in Academic Writing: A Review of APA 7th Edition Guidelines

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Abstract

Citing sources precisely according to the American Psychological Association (APA) 7th edition guidelines poses challenges for many writers. This review article systematically examines the primary types and subtypes of in-text citations outlined in the APA 7th edition, focusing on their patterns and practical usage. Through a thematic analysis of the 'Publication Manual of the American Psychological Association: The Official Guide to APA Style,' with the aid of ATLAS.ti software, we identified fundamental principles of citation and categorized citation types. The findings are presented thematically, including fundamental principles for

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in-text citation, detailed classifications of citation types, and illustrative examples. The discussion integrates insights from the extant literature, offering guidance on embedding citations into academic writing. The study emphasizes the APA 7th edition's comprehensive framework for in-text citations while noting the dispersed nature of this information within the manual. This article serves as a practical resource for writers seeking clarity on APA-style citations, facilitating their proper and effective use in scholarly work.

Keywords: *Academic writing, in-text citation, parenthetical citation, narrative citation, APA*

Introduction

Accurate citation practices are integral to scholarly writing, serving as a foundation for academic integrity, intellectual accountability, and knowledge dissemination. In this context, APA (2020) outlines comprehensive guidelines for in-text citations, which are pivotal in attributing ideas and findings to their original sources. These guidelines are widely adopted across various academic disciplines, particularly in the social sciences, education, and health sciences.

In-text citations not only credit original authors but also provide readers with a pathway to verify and explore cited sources. APA (2020) emphasizes clarity, consistency, and precision in presenting citations, addressing various scenarios such as single and multiple authors, group authorship, and secondary sources. It also details specific rules for direct quotations, paraphrasing, and integrating citations into narrative and parenthetical formats.

This paper critically reviews and analyzes APA (2020) regarding the guidelines for managing in-text citations in academic writing. The review begins by outlining the fundamental principles of APA in-text citations, followed by an exploration of specific citation types. By categorizing and analyzing the fundamental principles of in-text citation, and the formats and uses of different types of in-text citations outlined in the selected work, this study seeks to enhance the understanding of their application in academic writing. The analysis is expected

to be particularly relevant for novice researchers, educators, and students aiming to master APA Style and elevate the quality of their scholarly communication.

In the existing literature, Harwood (2009) emphasizes the importance of intellectual transparency, particularly when citing secondary sources. Harwood notes that relying on secondary citations can lead to misinterpretation or misrepresentation of original ideas and stresses the value of primary source usage. However, while this is a crucial concern, Harwood does not deal with the specific challenges faced by novice researchers when following citation guidelines for secondary sources. This gap becomes evident as novice researchers often find it difficult to handle the complexities of secondary citations. The current study addresses this gap by examining how the APA 7th style guidelines handle secondary citations and how they can be applied effectively by novice researchers in different academic contexts.

Pecorari (2013) discusses the importance of restructuring citation practices to avoid verbosity, especially when citing works with multiple authors. The use of 'et al.' for citations involving three or more authors is a key practice for ensuring clarity without overloading the text with excessive references. However, Pecorari's work does not explore in depth how this practice affects readability and the scholarly rigor of academic writing, particularly in disciplines where multiple citations are essential. The present paper fills this gap by analyzing how the APA 7th edition strikes a balance between brevity and clarity in citing multiple authors.

Hyland (2016) discusses the challenges faced by novice researchers, particularly with citation practices. He highlights the difficulty that novice writers have in understanding and applying citation rules effectively, which can lead to errors and confusion. Despite acknowledging these challenges, Hyland does not explore how specific citation styles, such as APA, can address these issues. This study builds upon Hyland's work by examining how the APA 7th edition guidelines can help mitigate the citation challenges that novice researchers face. By providing clear structures and examples, these guidelines support novice researchers in mastering citation practices and improving the overall quality of their academic writing.

Wingate (2012) exhibits the importance of practical examples in academic writing, noting that students often struggle to connect citation theory with practical application. Although Wingate stresses the value of using concrete examples to guide students, her work focuses more on the

broader challenges of academic writing rather than on how specific examples can help with mastering citation rules. The present paper addresses this gap by analyzing how the examples of in-text citations outlined in the selected documents can serve as a practical tool for novice researchers, illustrating the correct application of in-text citation practices and helping students bridge the gap between theory and real-world practice in writing.

While the above reviewed literature acknowledges various challenges in citation practices, particularly for novice researchers, and underscores the significance of accurate and transparent citations for maintaining academic integrity, there is a clear gap in research that directly links these challenges to the practical application of the APA 7th edition in-text citation guidelines. The current study aims to fill this gap by critically examining how these guidelines address common citation challenges, such as parenthetical and narrative citations, primary and secondary citations, and the citations of direct quotations and paraphrases. Accordingly, the research problem centers around the following questions:

- What are the main types and subtypes of in-text citations recognized by APA 7th citation style?
- How are these citation types illustrated in the selected document?

The significance of this paper lies in its focused exploration of in-text citations, consolidating the vast and dispersed information on the topic into a concise, reader-friendly article.

Methodology

This review adopted a qualitative document analysis approach to examine and interpret the in-text citation guidelines outlined in the purposively selected document, the seminal work on APA 7th style guidelines, namely APA (2020). Since the document showcases the theoretical principles and the patterns of comprehensive types of in-text citations in terms of concrete examples, its analysis could be an effective method for providing a comprehensive understanding of in-text citation practices, offering practical insights for researchers, educators, and students using APA 7th style of citation in their professional careers. We thematically analyzed the selected document using ATLAS.ti, focusing on the sections relevant

to the guidelines for in-text citations. These include the fundamental principles of in-text citation and various types of in-text citation, such as parenthetical and narrative citations, direct quotations, and paraphrasing.

While analyzing the selected documents using ATLAS.ti, we borrowed the theoretical framework from Sharma (2024b) as shown in Figure 1.

Figure 1. *Theoretical Framework for Analyzing the Documents*
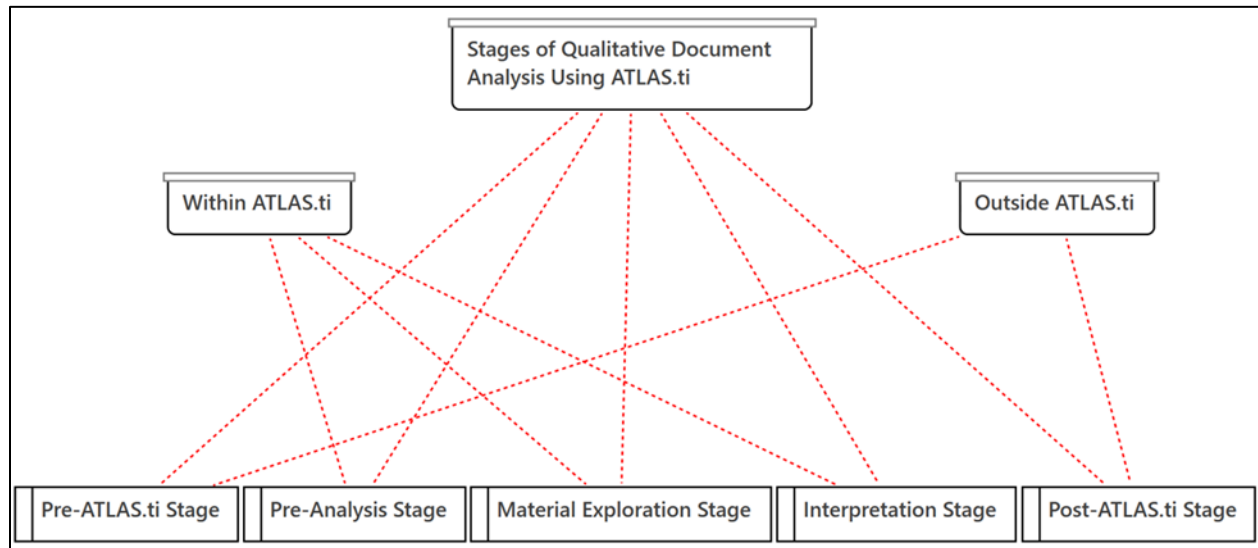
In the pre-ATLAS.ti stage, that is, before adding the selected document to an ATLAS.ti project, we prepared it for the purpose. First, we created a PDF of the document starting from page 1, excluding the front cover, inner pages, and preliminary sections. We also resolved the issue of missing blank pages in the online version to ensure completeness. To make the in-text citation of quotations in the ATLAS.ti report, we named the document "APA, 2020." Finally, we kept the prepared document in a designated location, ready for adding it to the ATLAS.ti project.

During the pre-analysis stage in ATLAS.ti, we created a project and added the selected document to it. As only one document was selected for analysis, there was no need to create document groups.

In the material exploration stage, we identified and selected relevant quotations in the document, coded them, and grouped them into code groups to create themes.

In the interpretation stage, we created and exported theme-wise code report with quotations and comments, and generated networks showing the code-code and theme-code relationships (see Soratto et al., 2020, for detail).

In the final stage, namely post-ATLAS.ti, we presented the thematic results by utilizing the report and networks obtained during the interpretation phase, and discussed them in relation to the existing literature.

Results and Discussions

The thematic analysis of in-text citation guidelines in APA (2020) includes the findings in terms of fundamental principles of in-text citation and various types of intext citations outlined in the text, including parenthetical citation, narrative citation, and citations of direct quotation and paraphrase, linking them with the existing literature.

Fundamental Principles of Citation

The fundamental principles of citation encompass general guidelines for both in-text and reference citations. Here, our focus is specifically on in-text citations. We address key aspects such as maintaining an appropriate level of citation, avoiding plagiarism, citing personal communications, ensuring consistency between in-text citations and the reference list, and properly distinguishing between primary and secondary sources. These principles are visually outlined in the network presented in Figure 2.

Figure 2. *Codes Supporting Fundamental Principles of Citation*
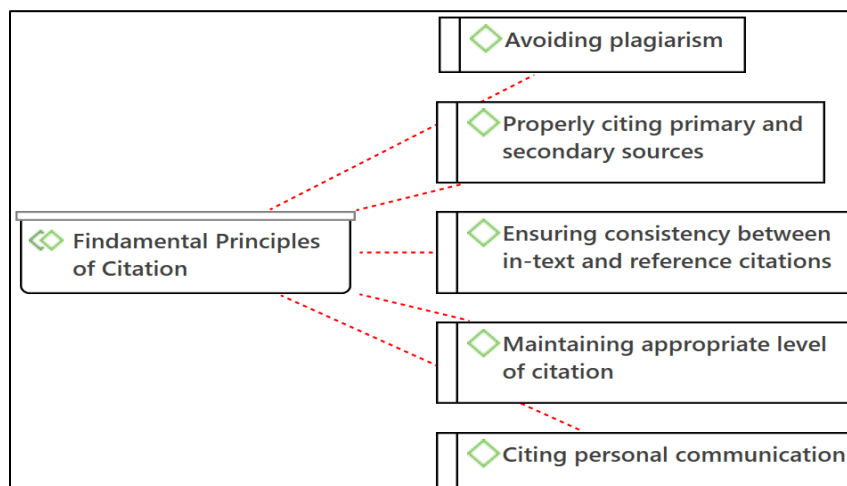
Note. ◈ = 'code group' or theme; ◇ = code

Maintaining Appropriate Level of Citation. Maintaining an appropriate level of citation is a crucial aspect of academic writing, ensuring both the credibility and ethical integrity of scholarly work. As APA (2020) states, it is essential to "cite the work of those individuals whose ideas, theories, or research have directly influenced your work" (p. 253). This practice not only acknowledges the intellectual contributions of others but also provides a foundation for readers to trace the development of ideas within a field. However, achieving a balance is equally important; writers must avoid both under citation and over citation. The APA warns that "under citation can lead to plagiarism," while over citation can unnecessarily burden readers and disrupt the flow of writing (p. 254). Striking this balance ensures that the writer's voice remains clear, while credit is appropriately given to sources that significantly inform the work.

Avoiding Plagiarism. Avoiding plagiarism, a cornerstone of ethical academic writing, is the main purpose of appropriate citation of sources used in academic writing. APA (2020) emphasizes the importance of providing appropriate credit to the original sources to maintain academic integrity. The manual states that plagiarism can be avoided by ensuring proper attribution when paraphrasing, quoting directly, referring to data, or reprinting copyrighted materials such as tables, figures, or images (APA, 2020, p. 225). This indicates that plagiarism

not only encompasses copying text but also involves using others' intellectual property without acknowledgment, whether through paraphrasing ideas, borrowing visual materials, or referencing unpublished data. Avoiding plagiarism is respecting writers' intellectual property rights and contributing responsibly to scholarly discourse.

In addition to plagiarism, APA (2020) addresses the issue of self-plagiarism, which it defines as presenting one's previously published work as original. This practice, like traditional plagiarism, is considered unethical because it misrepresents the originality of the work and violates the principle of transparency in scholarship. Self-plagiarism can occur when authors submit the same manuscript to multiple outlets, recycle substantial parts of previous work without citation, or repurpose their own published content for new projects without proper acknowledgment. This highlights the need for scholars to practice integrity not only in citing others but also in how they manage and present their contributions.

Avoiding plagiarism, therefore, involves a dual commitment to ethical citation and the honest portrayal of one's contributions. APA (2020) serves as a practical framework for maintaining these standards. By avoiding plagiarism, we can uphold the credibility of academic writing and foster a culture of trust and respect in research literature.

Citing Personal Communication. Personal communication, following APA (2020) encompasses sources such as emails, text messages, direct messages, personal interviews, telephone conversations, live speeches, and unrecorded classroom discussions (APA, 2020, p. 260). These forms of communication are not recoverable by other readers because they are not publicly accessible. Consequently, APA (2020) advises against including such sources in the reference list. Instead, they are cited only within the text, providing the necessary context to substantiate claims or arguments where personal communication is crucial. For instance, APA suggests citing personal communication either narratively as "E.-M. Paradis (personal communication, August 8, 2019)" or parenthetically as "(T. Nguyen, personal communication, February 24, 2020)" (p. 260).

In scholarly discourse, citing personal communication serves an essential function, particularly when engaging with primary data or obtaining expert insights unavailable in published sources. However, APA (2020) also emphasizes the importance of obtaining permission before citing

personal communications to ensure the source's consent and privacy. This perspective aligns with ethical research practices discussed by Creswell and Creswell (2018), who advocate for participant confidentiality as a cornerstone of credible research. Adhering to this advocation not only enhances the credibility of research but also fosters trust between researchers and participants.

In conclusion, while citing personal communication is an indispensable tool in academic writing, it must be approached with ethical mindfulness and an understanding of its limitations. Researchers should integrate such citations judiciously, ensuring their inclusion genuinely contributes to the research's depth and credibility.

Ensuring Consistency Between In-Text and Reference Citations. Ensuring consistency between in-text and reference citations is a critical aspect of academic writing. According to APA (2020), "Each work cited in the text must appear in the reference list, and each work in the reference list must be cited in the text" (p. 257). This principle ensures the traceability of sources and reinforces the credibility of scholarly work. To maintain consistency, it is crucial to verify that author names are spelled correctly and that publication dates in the reference list match those in the in-text citations. However, the reference list may include detailed date elements such as the month, season, or day, but the corresponding in-text citation should only include the year. Such precision avoids confusion and aligns with academic standards.

Several studies demonstrate the importance of software like EndNote for ensuring accurate and consistent citations in academic writing. Sharma (2023a), for example, discusses how EndNote facilitates the creation of accurate citations, highlighting its ability to synchronize in-text and reference list entries effectively. This is further elaborated in Sharma (2023c) (2023b), which explores how EndNote ensures precision in managing in-text citations and reference entries, reducing the likelihood of errors. Similarly, Sharma (2024a) provides practical insights into achieving accuracy in citations using EndNote, emphasizing its utility in maintaining consistency between in-text citations and reference lists. These works collectively demonstrate how citation management software can assist researchers in adhering to APA (2020) and enhancing the reliability of their scholarly writing.

Properly Citing Primary and Secondary Sources. Proper citation of primary and secondary sources is essential for maintaining academic integrity and ensuring that research is credible and traceable. According to APA (2020), citing primary sources should be prioritized whenever possible, as these are the original works that provide firsthand accounts of research or events. Secondary sources should be used sparingly, as they often interpret or analyze primary sources and may not provide complete or accurate context (APA, 2020, p. 253). When it becomes necessary to cite a secondary source, the APA recommends providing a reference list entry for the secondary source that was consulted. In the text, the primary source should be identified, followed by "as cited in" and the secondary source (APA, 2020, p. 258). For example, if referencing a statement by Rabbitt (1982) found in Lyon et al. (2014), the citation would appear as "(Rabbitt, 1982, as cited in Lyon et al., 2014)," indicating the original author while attributing the actual consulted source (APA, 2020, p. 258). This approach ensures clarity and transparency in scholarly writing, enabling readers to trace information back to its origins while acknowledging the limitations of secondary reporting.

Parenthetical Citation

People often struggle with deciding whether to use parenthetical or narrative citations when referencing sources. Generally, parenthetical citations provide the source details at the end of the sentence, while narrative citations are used when the author's name is integrated into the flow of the text. The choice between these two citation styles depends on how the source is used within the context of the sentence or writing. To clarify this, we deal with parenthetical citation in this section and with narrative citations in the next section.

In our analysis of the document, the theme of 'parenthetical citation' is supported by five codes, as depicted in Figure 3, and described in detail below the figure.

Figure 3. *Codes Supporting Parenthetical Citation*
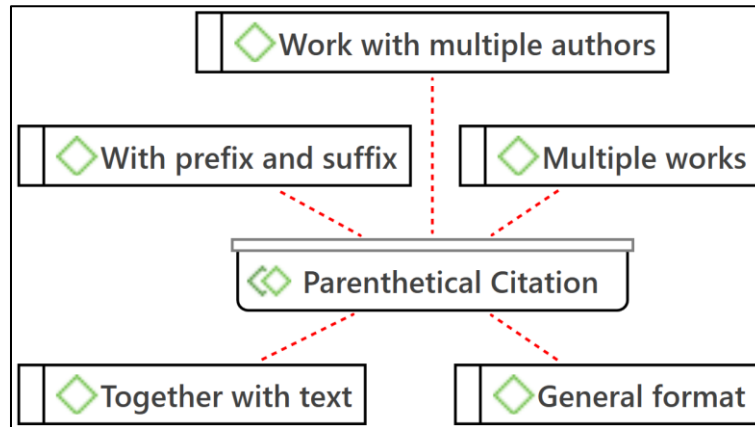
Note. ◇ = 'code group' or theme; ◇ = code

General Format of Parenthetical Citation. In APA (2020), parenthetical citations are formatted with the author's name and the publication date enclosed in parentheses. According to APA, this citation style ensures that the author and date information is presented within the parentheses whereas in narrative citations, this information is integrated into the sentence (p. 262). Furthermore, APA specifies that in parenthetical citations, the author's name and date should be separated by a comma (p. 263). These citations can be placed either within a sentence or at its conclusion. When positioned at the end of a sentence, the closing punctuation, such as a period, should follow the closing parenthesis, ensuring proper citation formatting.

Parenthetical Citation of Work With Multiple Authors. When citing a work with two or more authors in parentheses, an ampersand (&) is used instead of 'and' between the last two names. APA (2020) specifies, "In parenthetical citations, use an ampersand (&) between names for a work with two authors or before the last author when all names must be included to avoid ambiguity" (p. 266). For instance, a parenthetical citation would be formatted as (Jöreskog & Sörbom, 2007), whereas in narrative citations, the word 'and' is used instead, as in Eifert and Yildiz (2018). This approach maintains clarity and consistency in scholarly writing.

Parenthetical Citation of Multiple Works. When citing multiple works parenthetically, it is essential to arrange them in alphabetical order and separate them with semicolons (APA, 2020). This practice ensures that both the parenthetical in-text citations and the reference list entries are consistent, aiding readers in locating and retrieving sources efficiently. The APA manual explains, "Listing both parenthetical in-text citations and reference list entries in alphabetical order helps readers locate and retrieve works because they are listed in the same order in both places" (p. 263). For example, a parenthetical citation of multiple works might appear as follows: (Adams et al., 2019; Shumway & Shulman, 2015; Westinghouse, 2017).

Parenthetical Citation Together With Text. When text and a citation are combined in parentheses, APA (2020) emphasizes the use of a semicolon to separate the citation from the text. APA specifies, "When text and a citation appear together in parentheses, use a semicolon to separate the citation from the text; do not use parentheses within parentheses" (p. 263). For example, in discussing a phenomenon such as 'falsely balanced news coverage,' the text could appear as follows: (falsely balanced news coverage; Koehler, 2016); the semicolon effectively describes the cited source from the additional information within the same parenthesis. This guideline highlights the importance of avoiding nested or back-to-back parentheses to ensure clarity and readability of the writeup. Such citations are particularly helpful in contexts where additional contextual information is necessary to provide clarity or background, yet the source attribution remains concise and integrated.

Parenthetical Citation with Prefix and Suffix. In some cases, parenthetical citations are paired with supplementary text, such as a prefix or suffix, to provide further context or elaboration. According to APA (2020), commas are used around the year in such instances (p. 263). For example, one might write, "(See Koehler, 2016, for more detail)," where the commas emphasize the distinctiveness of the publication year within the citation (APA, 2020, p. 263). This format enables authors to fit citations fluidly into their arguments without disrupting the flow of text. By using commas around the year, authors can balance the need for clarity with the integration of citations into their broader narrative, making the text more engaging and informative. This method is particularly effective in encouraging readers to explore referenced works further, demonstrating a rigorous approach to academic writing.

The codes discussed above, grounded in APA (2020), focus on the format and structure of parenthetical citations rather than their uses or functions. Based on our observations and experiences in academic writing, parenthetical citations are typically employed to emphasize content or findings rather than the author. This type of citation highlights the information or idea itself rather than attributing prominence to the source or author. Parenthetical citations are particularly useful when the author's identity is not critical to the clarity of the sentence. If mentioning the author does not enhance understanding or emphasis, a parenthetical citation is preferred. This approach focuses on the content while maintaining a smooth and uninterrupted sentence structure.

Narrative Citation

In academic writing, narrative citation is a technique where the author's name is integrated into the running text. We have created this theme from two codes grounded in APA (2020) as presented in Figure 4.

Figure 4. *Codes Supporting Narrative Citation*
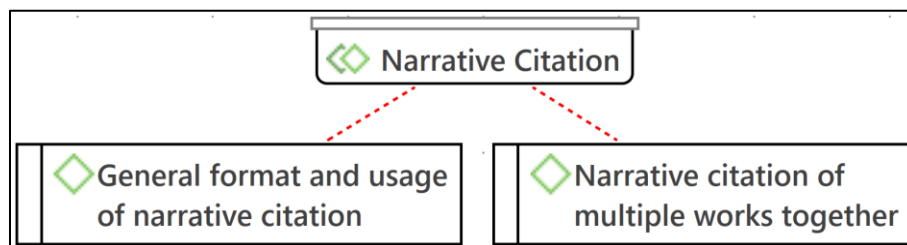
Note. ◇ = 'code group' or theme; ◇ = code

General Format and Usage of Narrative Citation. In narrative citation, following APA (2020), the author's name is presented as an agent in the running text, while the publication year is kept in parentheses immediately after the author's name. This format is particularly useful when the focus is on the author's contributions, or the flow of writing necessitates a less disturbing citation style. For example, a narrative citation might state, "Koehler (2016) noted the dangers of falsely balanced news coverage" (APA, 2020, p. 263). Here, the reader's attention is drawn to the author's perspective or findings as a central element of the sentence.

Though APA (2020) does not explicitly articulate the usage of narrative type of citation, we can observe some features of narrative citation covertly presented in the document. A distinctive feature of narrative citation is the flexibility it offers for emphasizing different elements of a citation. In cases where both the author's name and the publication year are critical to the context, the narrative may include both elements without parentheses. This alternative format is useful when the chronological order of contributions is significant to the discussion. For instance, "In 2016, Koehler noted the dangers of falsely balanced news coverage" (APA, 2020, p. 263). This variation removes the parentheses around the date and embeds it naturally into the sentence, enhancing readability while maintaining proper citation.

The narrative citation format is also a useful to guide readers through the literature in a more conversational tone. This approach is particularly effective in review papers, literature discussions, or when synthesizing multiple perspectives in a single paragraph. For example, APA (2010) recommends "no more than 12 words" (p. 23) while following APA (2020), "there is no prescribed limit for title length in APA Style" (p. 31).

Narrative citation highlights the authority of the source and focuses on the author's findings or opinions, as it puts more emphasis on the researcher or organization itself. For example, Sharma (2023b) highlights the role of home language as a mediational tool in second language teaching.

Additionally, this style is effective when introducing a source for the first time in a paragraph or section. It helps create flow by placing the author in context, such as in the sentence: Bourdieu's (1991) theory of language as symbolic power posits that language is not neutral; rather, it carries the weight of social authority and legitimacy.

Narrative Citation of Multiple Works Together. In APA (2020) style of academic writing, citing multiple works together in the narrative allows writers to efficiently summarize and compare sources. When integrating multiple sources into a narrative sentence, authors may arrange them in any order that supports their discussion or argument (APA, 2020). This flexibility in structuring citations ensures that the focus remains on the content rather than rigid citation rules. A sample of narrative citation, for example, looks like, "Suliman (2018), Gutiérrez (2012, 2017), and Medina and Reyes (2019) examined ..." (APA, 2020, p. 264). This

approach not only emphasizes the breadth of the literature but also helps readers identify connections among studies.

Citation of Direct Quotation and Paraphrase

This theme, though overlaps with previous themes such as parenthetical and narrative citations, focuses on the differences between the citations of direct quotations and those of paraphrase. This theme, therefore, is emerged from grouping four codes related to quotations and paraphrases as shown in Figure 5.

Figure 5. *Codes Supporting Citation of Direct Quotation and Paraphrase*
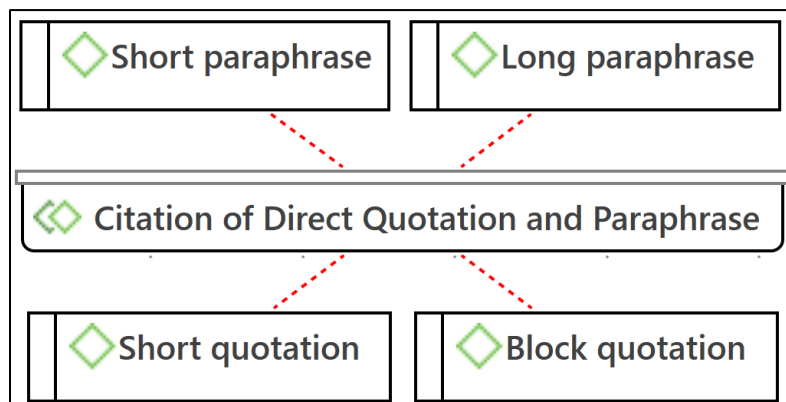
Note. ◁◇ = 'code group' or theme; ◇ = code

Citation of Short Paraphrase. For a short paraphrase (i.e., limited to one sentence), APA (2020) recommends including the author and year of the source in either a parenthetical or narrative citation. For instance, a narrative citation, for instance, may state, "Webster-Stratton (2016) described a case example of a 4-year-old girl who showed an insecure attachment to her mother, accompanied by relevant details (pp. 152–153)" (APA, 2020, p. 269). Although including a page or paragraph number is optional for paraphrases, it is encouraged when the information aids readers in locating specific content, particularly in extensive works (APA, 2020, p. 269). Therefore, the page range (i.e., 152–153) of the original source of paraphrase is given at the end in the above example. The page range at the end of a citation signifies that

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page or paragraph numbers are not included with the year of publication in narrative citations, whether for direct quotations or paraphrases. This contrasts with the format used in parenthetical citations, where such details may be provided.

The format of parenthetical citation of a short paraphrase looks like, "Avid readers of science fiction and fantasy books are more likely than readers of other genres to believe in futuristic scenarios-for example, that it will someday be possible to travel to other galaxies or power a car on solar energy (Black et al., 2018)" (APA, 2020, p. 269). Consider that the final citation in the previous sentence is the citation of the quotation for the example of parenthetical citation of a sentence-long paraphrase.

Citation of Long Paraphrase. When paraphrasing extends across multiple sentences, the initial mention of the source must be clearly cited, with subsequent sentences maintaining clarity about the source context without repetition of the citation. Here is an example of a long paraphrase with single in-text citation in the initiation:

> Velez et al. (2018) found that for women of color, sexism and racism in the workplace were associated with poor work and mental health outcomes, including job-related burnout, turnover intentions, and psychological distress. However, self-esteem, person-organization fit, and perceived organizational support mediated these effects. Additionally, stronger womanist attitudes-which acknowledge the unique challenges faced by women of color in a sexist and racist society-weakened the association of workplace discrimination with psychological distress. These findings underscore the importance of considering multiple forms of workplace discrimination in c1inical practice and research with women of color, along with efforts to challenge and reduce such discrimination. (APA, 2020, p. 270)

Here, it should be noted the indentation for the entire paragraph is for the citation of the long comprising an example of citation of a long paraphrase.

If the paraphrase spans two or more paragraphs, APA (2020) mandates reintroducing the citation in each paragraph. If multiple sources are integrated, the citations should be repeated to ensure the origin of each idea remains distinct and transparent.

Citation of Short Quotation. A short quotation, following APA (2020), consists of "fewer than 40 words" (p. 271). Citing it parenthetically, we can state it as: A short quotation consists of "fewer than 40 words" (APA, 2020, p. 271). As outlined in the immediately previous citations, while citing the short quotations, they are incorporated into the text within double quotation marks. These examples also indicate that in narrative citation where the source in the form of 'Author (Date)' appears before the quotation, the page number is given after the closing quotation marks in the format as shown in the first example. However, in parenthetical citation, the page number(s) are given within the citation immediately after the date of publication separated by a comma as shown in the second example.

APA (2020) guidelines dictate that punctuation, like periods and commas follow the closing quotation marks unless part of the quoted material. For example: "Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Ervin et al., 2018, p. 470)" (APA, 2020, p. 272). All the above citations of short quotations contain page numbers, indicating that whether narrative or parenthetical, short quotation citations always include page numbers (if any) to pinpoint the source.

Citation of Block Quotation. Regarding the block quotation and its citation in academic writing, APA (2020) writes:

> If a quotation contains 40 words or more, treat it as a block quotation. Do not use quotation marks to enclose a block quotation. Start a block quotation on a new line and indent the whole block 0.5 in. from the left margins if there are additional paragraphs within the quotation, indent the first line of each subsequent paragraph an additional 0.5 in. Double-space the entire block quotation; do not add extra space before or after it. Either (a) cite the source in parentheses after the quotation's final punctuation or (b) cite the author and year in the narrative before the quotation and place only the page number in parentheses after the quotation's final punctuation. Do not add a period after the closing parenthesis in either case. (p. 272)

The above citation is an example of narrative citation of a block quotation, which describes in detail about the phenomenon itself. The following citation given in APA (2020) serves as a

showcase of parenthetical citation of a block quotation, except the double line spacing demanded by APA: (p. 273)

> Researchers have studied how people talk to themselves:
> Inner speech is a paradoxical phenomenon. It is an experience that is central to many people's everyday lives, and yet it presents considerable challenges to any effort to study it scientifically. Nevertheless, a wide range of methodologies and approaches have combined to shed light on the subjective experience of inner speech and its cognitive and neural underpinnings. (Alderson-Day & Fernyhough, 2015, p. 957)

This, as a whole, is the narrative citation of a block quotation that contains an example of parenthetical citation given in APA (2020). Overall, the two examples of citations of block quotation, including the content of the first cited quotation clearly reveal the format of both narrative and parenthetical citations of block quotations.

Conclusion

The APA (2020) guidelines for in-text citations offer a structured and ethical foundation for scholarly writing, balancing clarity, credibility, and integrity. By emphasizing key principles—such as appropriate citation levels, plagiarism avoidance, and consistency—these guidelines foster rigorous academic practices. The flexibility of parenthetical and narrative citation styles, along with clear directives for quoting and paraphrasing, ensures that researchers can effectively integrate diverse sources while maintaining their scholarly voice.

Looking ahead, the implications of these findings extend beyond mere obedience with formatting rules. In a rapidly evolving academic landscape, where digital tools and interdisciplinary research are becoming the norm, obedience to such guidelines not only upholds integrity but also facilitates cross-disciplinary collaboration and global scholarship. Researchers, educators, and institutions should prioritize training in citation practices and

encourage the use of citation management tools like EndNote to enhance accuracy and efficiency.

Future research could explore the application of these guidelines across disciplines, examining how contextual variations shape citation practices. Furthermore, as academic writing increasingly incorporates multimedia and unconventional sources, there is a need to expand and adapt citation frameworks to address these emerging challenges. By continuously refining citation practices, the academic community can ensure that scholarly communication remains credible, accessible, and inclusive in an ever-changing knowledge ecosystem.

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