**APA Citation Style: Activity Two**

In the “activity two” folder, you will find 9 sources. Refer to the PDF file “Deakin-APA 7” or <https://library.unimelb.edu.au/recite/referencing-styles/apa7> and compose the reference list entry for the 9 sources.

Source 1:

Al-Gahtani, S., & Roever, C. (2012). Proficiency and sequential organization of L2 requests. *Applied Linguistics*, *33*, 42-65. [https://doi.org/10.1093/applin/amr031](%20https:/doi.org/10.1093/applin/amr031)

Source 2:

Wu, R. R. J. (2004). *Stance in talk: A conversation analysis of Mandarin final particles*. John Benjamins Publishing Company.

Source 3:

Tang, L. (2004). 汉语间接拒绝言语行为的表层策略分析 [Indirect refusal strategies in Chinese Han language]. *广西社会科学 [Guangxi Social Sciences]*, 10, 117-119.

**Or: use transliteration format for original Chinese characters.**

Tang, L. (2004). Hànyǔ jiànjiē jùjué yányǔ xíngwéi de biǎocéng cèlüè fēnxī [Indirect refusal strategies in Chinese Han language]. *Guǎngxī Shèhuì Kēxué [Guangxi Social Sciences], 10*, 117-119.

Source 4:

Department of Education and Training Victoria. (2021). *Bullying prevention and response*. Victoria State Government. <https://www2.education.vic.gov.au/pal/bullying-prevention-response/policy>

Source 5:

Chen, Z. (2024, February 20). China must embrace new era of AI revolution. *China Daily.* <https://www.chinadaily.com.cn/a/202402/20/WS65d42bf2a31082fc043b81cf.html>

Source 6:

Australian Institute for Teaching and School Leadership. (n.d.)*. Australian professional standards for teachers*. AITSL. <https://www.aitsl.edu.au/standards/graduate>

Source 7:

Su, Y., & Ren, W. (2017). Developing L2 pragmatic competence in Mandarin Chinese: Sequential realization of requests. *Foreign Language Annals*, *50*(2), 433-457. <https://doi.org/10.1111/flan.12263>

Source 8:

Brown, L. (2013). Getting to know students: Developing culturally relevant practices for reading and writing. In A. S. Flint, M. Vicars, A. Muscat, M. Bennet, R. Ewing, K. Shaw, L. Kervin, J. Mantei, J. Iorio, C. Hamm, M. Parker, M. Cacciattolo, L. Mahon & S. Tartakover (Eds.), *Literacy in Australia* (pp.64-94). Wiley.

Source 9:

Department of Education and Training Victoria. (2017). *High impact teaching strategies*. Victoria State Government. <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>