Term paper and thesis guidelines: Linguistics

8th edition – Last updated 1st October 2021

Table of contents

1. General issues

1.1 Length of paper

The table below shows the requirements concerning the length of term papers. Please check the regulations of your study program ("Prüfungsordnung") for further details.

module/paper	approximate number of characters (including spaces)	approximate number of words
B.A. term paper*	20,000 – 40,000	4,000 – 8,000
B.A. thesis	70,000 – 120,000	14,000 – 24,000
B.A. thesis teaching degree	70,000 – 100,000	14,000 – 20,000
M.A. term paper	30,000 – 50,000	6,000 – 10,000
M.Ed. term paper	20,000 – 40,000	4,000 – 8,000
M.A. thesis	120,000 – 240,000	24,000 – 48,000
M.Ed. thesis	80,000 – 120,000	16,000 – 24,000

For your orientation: One page of text contains about 2,000 characters or 400 words.

*Term papers for the Issues courses in the 2nd semester should have an approximate number of words of 4,000 – 5,000 (20,000 – 25,000 characters).

1.2 When and how to hand it in

A deadline will be announced in your course. You can hand in your term paper before that deadline or on the day of that deadline. Send an electronic version of your term paper (preferably in PDF format) via e-mail to the lecturer(s) or upload it on E-Campus if your supervisor gives you this option. In addition, you must hand in a printed version of your paper at the "Geschäftszimmer" of the IAAK (Room 2.009). You can include a CD with your appendices at the end of this printed version. Make a note of the opening hours of the Geschäftszimmer, posted on the IAAK website. If you cannot make it to the Geschäftszimmer before the deadline of your paper, you may send the hard copy to the IAAK by mail – in this case, the date stamped as the postmark will be taken into account. The hard copy may arrive at the Geschäftszimmer shortly after your paper deadline has passed, but the electronic version must be handed in before the deadline and cannot vary from the paper version.

Very important: you need to

1) register on **Basis** for the respective "Modulabschlussprüfung"

2) download the form "**Prüfungsformular für Hausarbeiten**" and follow the instructions given at the following address:
https://www.philosophie.uni-bonn.de/de/studium/pruefungsformular-fuer-hausarbeiten-aufrufen

N.B.: M.Ed. students should make sure to get an electronic version of their thesis to their supervisor directly.

1.3 Presentation/formatting

Attending to the **formal appearance** of your paper is also an important aspect of writing term papers. The following are **some general guidelines:**

- Use **one and half spacing** for your text. Times New Roman **12pt** is a suitable font size.

- Margins at the side of your text are necessary for comments by the person correcting the paper. A **top margin of 2.5 cm**, a **bottom margin of 2 cm**, a **left-hand margin of 2.5 cm** and a **right-hand margin of 2 cm** is recommended.

- Your text should be justified (aligned in "Blocksatz"), which means that is aligned evenly along the left and right margins.

- **Occasional use of lists** set apart from the main text is also a welcome relief to the reader. They are clearer and are also quicker to read than the same list included as part of the main text.

- Avoid page breaks within tables and graphs. Also avoid (almost) empty pages due to tables or graphs on the following page.

- Do not use page breaks between sections. It is a continuous text which should be presented as one, therefore, a new section should start in the middle of a page rather than on a new one if the previous section ended there. If a subchapter directly follows a chapter heading, do not leave free space in between.

- Term papers should not contain **widows** and **orphans**. (You might want to look that up in a dictionary or online.)

- **Main headings and sub-headings** should be given in different sizes in the main text to distinguish them at first glance. (But N.B.: The headlines in the table of contents should be formatted in only one style.)

- **Bold print, italics and bulleting** can also be employed to enhance the clarity of organization and structure of the paper. However, avoid overuse. In the main text, generally speaking,
    - **bold print** should be used for **headings and sub-headings** (and for titles of graphs/tables included).
    - **bulleting** can be used for lists.
    - **Italics** can be used for *examples* (but see the section on the inclusion of examples).
    - **Underlining or bold print** can be used for emphasis.

- All **sections** should be **numbered** as in the table of contents with section numbers.

- **Inverted commas** should be used consistently. In English, choose between the use of double (" ") or single (' ') quotation marks. Generally speaking, double quotation marks are associated with American English and single with British English. However, such conventions are not as either/or as they once were and the reader may become confused by the use of ' for both single quotation marks and apostrophes (e.g. the researcher's).

- Papers should be **submitted** in a **neat manner**. Pages should be bound together in some way; either punch your sheets and use a folder (no spring binder (= Klemmhefter)) or use binding/spiral binding. Use of a word processor and a good quality printer also adds to the quality of presentation. Furthermore the term paper/ thesis may be printed double-sided. Should you attach a CD to the paper, please make sure to label it properly with name, matriculation number, subject, semester and the content (e.g. appendices). The CD must be attached to the paper version in an envelope.

1.4 Inclusion of examples

It is recommended to include **some of the data gathered in your investigation** in the text of your paper **for illustration purposes.**

Examples taking the form of sentences should start on a new line and be indented, as in the following example:

An example of the present learners' use of the politeness marker *bitte* ('please') include:

(1) A2F: Judith, kann ich bitte deine Aufzeichnungen ausleihen, weil...

(A2F (translation): Judith, can I borrow your notes, please because...)

The number in brackets **(1) refers to the number of the example**. This is recommended where a number of examples are given and examples are referred to on a number of occasions. **A2F** refers to the **informant** who gave this response on the questionnaire employed. This "informant ID" should be kept consistent and also be displayed and explained to the reader in the data given in the appendix. It can also be placed in brackets after the example.

Shorter examples (e.g. words or phrases) do not need to be set apart from the main text but they should be formatted in some consistent way - e.g. italicized throughout the text.

Whether long or short, when in a language other than English, examples given should also be translated. If you are unsure about whether you need to translate them, speak to your supervisor. The translated version should be marked as such (cf. above).

1.5 Footnotes

Footnotes should **not** generally be **used for literature references** as this is very space-consuming and not reader-friendly. Instead, incorporate your references into the main text (cf. citation/referencing guidelines).

Footnotes are **designed to enhance the reader-friendly nature of the text**. They are used to **give further information which is not directly relevant to the text** and which the reader does not have to read to understand the argument/discussion at hand.

1.6 Style/accuracy

Term papers should not be written in a casual conversational style. They are academic papers and should therefore be written in an academic style.

Some points to note:

- Academic English or indeed German involves use of a broad, appropriately used vocabulary and a wide variety of relatively complex sentence structures - i.e. avoid overuse of high frequency vocabulary, repetitiveness and the use of short, sentences that are too simple. Your task is to communicate your ideas and results to your reader in a clear, explicit, straightforward manner. Your use of language should facilitate this aim.

- When referring to yourself in the paper, you should try to avoid the overly use of "I". This convention of avoiding "I" is changing somewhat recently so you may use this pronoun to some extent. But always remember: you are NOT telling a story!

- Alternatives to "I" include the use of the passive (e.g. "The questionnaire was distributed to 30 informants") or constructions, such as "the researcher" (e.g. "The researcher was present at all times during the data collection").

- Do not start a new paragraph unless you wish to introduce a new point or idea.

- Never include vague statements such as "Many researchers ..." without mentioning the researchers in question in a following citation.

- When including numbers in your paper, note that the numbers up to ten should be written out (e.g. five magazines). Over ten, the figure itself may be included (e.g. 20 newspapers).

- When using decimal numbers, German speakers of English sometimes forget about the fact that numbers are noted differently in German and English. Other than in German texts, you have to use a decimal point (e.g. 20.5%), instead of a comma, when giving decimal numbers.

- All abbreviations used should be introduced in the first instance with the word written out in full.

- Ensure you have no spelling mistakes or typing errors in the paper! The spell check included with word processing packages is advisable in this regard. However, do not rely exclusively on spell checks. Instead, read through your paper yourself and ask someone else to read it through for you. Ensure in particular that all key words and researchers' names are spelled correctly.

- A search for blank spaces is also worthwhile as these prove quite annoying to readers. This is easily done with a simple search (rather than searching for a word, search for two blank spaces).

- Punctuation errors are also common. If unsure, consult a reference book.

- If writing in a foreign language, you should have your paper read by a native speaker before submission if possible.

- When referring to individuals whose identified pronouns are not known or when the gender of a generic or hypothetical person is irrelevant within the context, use the singular "they", "them", "theirs" to avoid making assumptions about an individual's gender. (e.g. "Each informant signed that they agreed to the terms of the experiment")

2. Structure

Empirical term papers should be composed of the following sections:

- ✓ Title page
- ✓ Table of contents (on a separate page)
- ✓ Introduction
- ✓ Theoretical background
- ✓ Methodology
- ✓ Results
- ✓ Discussion
- ✓ Conclusion
- ✓ References
- ✓ Appendix

The form "Prüfungsformular für Hausarbeiten" has to be placed on top of your term paper and the form to testify that a paper is your own work ("Versicherung") should be placed at the very end of your paper (you can find the form here: https://www.iaak.uni-bonn.de/de/research/copy_of_resources). It must be signed, should not be listed in the table of contents and should not have a page number. Generally, the introduction and theoretical section should account for approximately one third of the paper and the remaining sections (methodology, results, discussion, conclusion) two thirds of the paper. Each of these sections is addressed in the following.

2.1 Title page

The title page is the first page of a term paper or a thesis. It is not numbered. It contains details of:

- the title of the paper or thesis
- the title of the course and of the lecturer's name
- the author's name, email address and other contact details
- the place and date of submission

A *good* title is focused, i.e. tells the reader what to expect of the paper, and awakens interest. Sometimes the use of a sub-title is necessary in order to fulfill both criteria. Avoid reference to particular researchers in the title. For example, the following sub-title is **inappropriate**:

> "(following the study *Discourse functions and pragmatics of mixing: Advertising across cultures* by Bhatia (1992))"

It is inappropriate because it is too long - giving the title of a study, the name of the author and the year of publication. You can simply leave out information like this and mention it in your paper as you go.

You can find a sample of the title page for a term paper below. This is only a sample which shows a possible layout. Your title page may of course look different, but make sure it contains all the necessary information.

For your thesis, please have a look at the "Leitfaden zur Bachelor/Masterarbeit" on https://www.philfak.uni-bonn.de/de/studium/pruefungsamt/download/leitfaden-bachelor-master-pruefungsordnungen-2012 or, if you're becoming a teacher, at the "Merkblatt zur Bachelor- oder Masterarbeit" on https://www.bzl.uni-bonn.de/studium/studiengaenge/bachelorstudiengang/bachelorarbeit-1/merkblatt-bachelor_masterarbeit-1

RHEINISCHE FRIEDRICH-WILHELMS-UNIVERSITÄT BONN

Institut für Anglistik, Amerikanistik und Keltologie

[TITLE OF YOUR PAPER]

[TITLE OF THE COURSE]

[NAME OF THE LECTURER]

Sommer-/Wintersemester [YEAR]

[YOUR FIRST NAME + LAST NAME]

[YOUR ADDRESS]

[YOUR UNI BONN E-MAIL ADDRESS]

[YOUR STUDENT NUMBER]

[THE SEMESTER YOU'RE IN]

PLACE + DATE OF SUBMISSION

RHEINISCHE FRIEDRICH-WILHELMS-UNIVERSITÄT BONN

Institut für Anglistik, Amerikanistik und Keltologie

"Could you open the window?"

Requesting behavior of Irish students

Variational Pragmatics

Prof. Dr. Klaus P. Schneider

Wintersemester 2015/16

Max Mustermann

Musterstraße 55, 53111 Bonn

s5mamust@uni-bonn.de

Matrikel-Nr.: 1234567

2. Semester

Bonn, 31.03.2016

2.2 Table of contents

The table of contents page receives no page number.

In the following you find an example of an appropriate table of contents.

Table of contents

Table of contents - in brief

- Include all pertinent sections in the table of contents (i.e. Introduction, Theoretical background, Methodology, Results, Discussion, Conclusion; References, Appendix) and provide the respective section numbering (but not for References and Appendices!).

- Use sub-points and indent these (but do not go further than on a third level, i.e., do not have headlines numbered like e.g. 3.1.2.4.5. Try to keep a three level headline the maximum, i.e. 3.2.1)

- If you have a first sub-section, e.g. 2.1, then at least one further sub-section needs to follow.

- Use brief but explicit titles for your sections and sub-sections.

- Include page numbers in your table of contents (also for your References and Appendices).

2.3 Introduction

The introduction follows the table of contents and is the first page of the project which is numbered (page 1). The aspects to be addressed in the introduction include:

- **Question posed in paper:**
  Tell your reader what the paper is about - i.e. what is the research area, what is the question posed in the paper? What is your hypothesis?

- **Motivation for research** (e.g. research gap, desire for replication of results...):
  Motivations, such as "During the seminar on "Language in the Media" we investigated the use of proverbs in the media and I found this interesting..." are sometimes mentioned in term papers. These are <u>not</u> appropriate and should <u>not</u> be included in a term paper. Remember you are writing a scholarly piece of research, not a story-book. Instead you should provide a justification for your research developed out of the readings you have read together with your own personal experience, if relevant. You should also address the theoretical or practical importance of the research. In other words, tell the reader why you decided on this research project - why is it interesting and worthwhile: why should it be read? This section should be kept brief in the introduction - the theoretical background provides a further opportunity to argue for what you want to do.

- **Brief details of research conducted:**
  What research method was employed in the paper? Who were the informants or what texts did you choose from a corpus? Only brief details should be given at this point, a more detailed account is to be given in the method section.

- **Paper structure:**
  The point of detailing the structure of the paper is to guide the reader. You know what is coming next but the reader does not. Tell him/her what to expect. This section does not necessarily need to be in your introduction. Remember that you need to keep the introduction short in a short term paper (it should not exceed one page).

2.4 Theoretical background

An academic paper should reflect a wide reading of the subject area(s) and a good understanding of key concepts and findings. The use of examples (i.e., findings in other studies on the same subject) is one of the best ways of exhibiting your familiarity with important concepts and it also enhances the reader-friendliness of the paper.

You are expected to be critical in your reading of academic papers. In other words, you should demonstrate that you are aware of previous research findings but also that you do not believe everything you read but rather look critically at each study, especially those of primary interest to your research task.

Such a **critical awareness** may be demonstrated, for example, by referring to contradictory findings from different researchers, by highlighting the failings of previous studies (e.g. limited analysis/less than ideal methodology, etc.) and also by showing an awareness of questions which remain unanswered.

You should organize your theoretical background as clearly as possible. Make sure to select only those studies most relevant to the question at hand. You should not simply provide a summary of each study but rather tie together the results of the studies so that their relevance is clear. When conflicting findings are reported in different studies, suggest possible explanations.

Finally, in line with the introduction, make the case that the research area reviewed is incomplete or requires extension. This establishes the need for (your) research in the area.

2.5 Methodology

The method employed in the empirical project conducted should be **explicitly stated**. If the project involves an analysis of a **particular corpus**, relevant information may include:

- *what genre and sub-genre*
  - e.g. advertisements (display/classified advertisements?; ...), editorial (service info copy/opinion copy/news copy [hard news/feature article/special topic news /headlines?]) broadcast news (hard news (news bulletins)/ current or public affairs programs/ special-topic news/ ...?)
- *which media outlets*
  - e.g. publications (newspapers [daily/weekly?], magazines), TV channels, radio stations?
- *reason for choice of outlet*
  - e.g. researcher's interest, geographical area, audience type or size, time of day, quality vs. popular press, interest in production or reception, ...
- *detail on outputs*
  - i.e. what time period was covered?, specific issues or bulletins to be sampled within this period?

Alternatively/additionally, if **elicited data** forms the empirical basis of your study, relevant details include those concerning:

- *informants chosen*
  - how many, average age, male/female ratio, mother tongue, foreign/second languages...? → the more homogeneous the informants, the better the research design.
- *research instrument employed*
  - choice of instruments, reasons for choice of particular instrument, design of instrument, etc.
  - A copy of the materials used (e.g. questionnaire, role play cards ...) should be included in an appendix.
- *data collection procedure*
  - when was the research conducted, in what setting, ...

In either case, it is also important to give details of:

- the strengths and limitations of the research design employed.

- the scheme employed for the categorization/coding of data, best with examples from your data**,** e.g. in a study on the use of proverbs in advertising, you should detail the different categories of proverbs found (e.g. fully lexicalized/contextualized/non-lexicalized).

2.6 Results

Results should be presented in a reader-friendly manner. The use of **tables** and **graphs** is **recommended** (the use of color in charts is by no means obligatory)[1]. Tables and graphs should be either included **in the main text**, especially when discussing specific results that you can display easily in a table/graph that might explain more than many words. Thus, if it is an important point you make/an important result you found: include the graph/table in the text.

Alternatively, tables and graphs are included **in an appendix**[2]. In that case, however, the appendix must be referenced in the text (i.e. cf. Appendix 1) otherwise the reader will not know to look there.

As well as presenting the results, it is also your task to guide the reader through the results in a clear and logical manner. This by no means implies that every detail included in the table/graph should be commented on, but it does mean that the most interesting results should be highlighted for the reader.

All **tables and graphs should be clearly numbered** and given an appropriate **title**.

- e.g. Figure 1: Frequency of the politeness marker 'bitte' ('please') with conventionally direct request strategies
- e.g. Table 1: Terms used by Irish learners to describe the German people prior to the year abroad.
- It doesn't matter where you put these titles in your term paper (e.g., whether before or after the graph/table), as long as your placing is consistent.
- Note that tables and graphs (figures) are numbered separately (in Arabic numerals).
- Keep the tables and figures simple, clean and **consistent** in terms of formatting.
- You must refer to the tables and figures in your text in some way. They are used to give an overview but they do not substitute your argumentation and description in the text.
- Remember to use same scales for parallel or related figures.

When using decimal numbers, German speakers of English sometimes forget about the fact that numbers are noted differently in German and English. Other than in German texts, you have to use a decimal point (e.g. 20**.**5%), instead of a comma, when giving decimal numbers.

---

[1] And indeed: If you can only print your paper in black and white, you should refrain from using colors. Try other distinguishing designs for your columns and graphs.

[2] You should do so if you want to give a table that rather serves as an overview of your results or if your tables/graphs are large in display and number.

2.7 Discussion

The discussion section either follows the results or may alternatively be integrated in the results section. This is a matter of style although the former style tends to be easier for the writer and clearer for the reader and is, thus, recommended. The section should consist of a discussion of the results of the study focusing on the **question posed in the research paper** and in the light of the method chosen.

Yet, this section is not a mere summary of your own findings and results but it is vital to a well written discussion (and a well written term paper), that you also **compare your results to previous research findings** (i.e. do the present findings reflect/refute previous findings?). This means that you need to discuss your results **in the light of the literature** you mention in your section 2 ('Theoretical background') in a critical way.

You should also demonstrate an **awareness of the limitations** of your study in this section.

2.8 Conclusion

The conclusion is often thought of as the easiest part of the paper but should by no means be disregarded. There are a number of **key components** which should not be omitted. These include:

- summary of question posed
- summary of findings
- summary of main limitations of the study at hand
- details of possibilities for related future research.

You should note that the conclusion is not the place to introduce new insights into the question at hand. All ideas and thoughts should have been already mentioned at this stage. New thoughts should refer to future research questions.

2.9 References and bibliographical conventions

From the very beginning of a research project, you should be careful to note **all details of articles** gathered. *Citavi*, a free program designed specifically for keeping track of references, can be downloaded from the websites of the University of Bonn (cf.: https://www.ulb.uni-bonn.de/de/service/literaturverwaltung/citavi-pro). References filed in this system may be copied easily into MS Word.

Alternatively, a simple Word table or a system of cards may be used. Find the system which is best for you (you should consider the fact that an electronic program will be all the more useful if you the earlier you start using it earlier!).

The reference section contains ALL references included in the paper. References not included in the text in any form are NOT included in the reference section.

- Remember to follow linguistic rather than literature conventions (i.e. the year of publication should be placed after researchers' names rather than at the end of the reference).

- The reference section must be arranged in alphabetical order.

The key to a good reference section is **consistency**.

When writing a term paper in linguistics you have to follow the **APA conventions** (6th edition) increasingly used in linguistics world-wide which are presented in the following.

- All lines after the first line of each entry in your Reference section should be indented from the left margin.

- In most types of references, the authors' **surnames are given first** followed by the initials of their first names.

- Exceptions are edited volumes, where the **editor's surname comes first** (cf. Section 2.9.2), however, if you are referencing an edited article/article in an edited volume the surname of the articles authors` are given first, followed by the initials of their first names, year of publication, title of the article (not in italics). This is followed by: In, initial of editors first name, editors surname, the title of the edited volume in italics and the page numbers (cf. Section 2.9.3).

- Following the names, you note the **year of publication**.

- **Titles** of **edited books**, **monographs** and **journals** are given in italics.

- **Titles of articles** are neither in italics nor with capitalized letters. (Do not use quotation marks.)

- Name of the **publishing house** follows the **place of publication**.

- Take note of all commas, full-stops and formatting details (e.g. use of italics, etc.).

- If you are referencing an **internet article with no year** given, include the abbreviation n.y. where the year of publication would normally be included (in brackets, if the above formatting conventions are adopted).

- Page numbers are not usually given for **internet sources/html documents** since the number of pages differs with different computers/printers.

- Entries by the same author are listed in chronological order, starting with the earliest.

- If a number of articles in your Reference section were published **by the same author in one particular year**, these must be differentiated by the use of letters after the relevant year in the text as well as in your references, e.g., Crystal, D. (1999a), Crystal, D. (1999b). Which one is a, b, c etc. depends on the first letter of the title.

2.9.1 Monographs

Crystal, D. (2001). *Language and the internet*. Cambridge: Cambridge University Press.

Holmes, J. (2006). *An introduction to sociolinguistics* (5th ed.). Harlow: Pearson/Longman.

N.B.: You only give the number of the EDITION for edition 2 and following (not for the first edition). You DO NOT give a number of an imprint (since nothing changed after the first edition) and you give the date of the first publishing.

If you take for example John L. Austin's famous *How to Do Things with Words*:

- It has been published for the first time in 1962

- Then again in 1972, 1975, 1999, …

If the copy you use does not have any additional information in it (e.g., a new foreword or the like) you have to refer to the publishing year of the latest edition (in Austin's case: 1975, where a second edition was published).[3]

A reference to Austin might look like the following example:

Austin, J. L. (1975). *How to do things with words* (2nd ed.). Oxford: Clarendon Press.

2.9.2 Edited volumes

Gass, S., & Neu, J. (Eds.). (1996). *Speech acts across cultures: Challenges to communication in a second language.* Berlin/New York: Mouton de Gruyter.

N.B.: (**Eds**.) is used when there is **more than one editor**; and (**Ed**.) where there is **only one** editor. In German the abbreviation used is (Hrsg.) for Herausgeber.

2.9.3 Edited articles/Articles in an edited volume

Schmidt, R., Shimura, A., Wang, Z., & Jeong, H. (1996). Suggestions to buy: Television commercials from the U.S., Japan, China, and Korea. In S. Gass & J. Neu (Eds.), *Speech acts across cultures: Challenges to communication in a second language* (pp. 285–316). Berlin/New York: Mouton de Gruyter.

2.9.4 Journal articles

McQuarrie, E. F., & Mick, D. G. (1992). On resonance: A critical pluralistic inquiry into advertising rhetoric. *Journal of Consumer Research, 19*, 180–197.

Staczek, J. J. (1993). The English language and the Gulf War: Corpus linguistics, variation, and word-formation. *World Englishes, 12*(1), 15–24.

In your references content words should generally **not be capitalized**. The first word of a title or a subtitle respectively, and proper nouns are capitalized. The only exception is with **titles of journals:** here, capitalization is used for all content words.

N.B.: Numbers like 12 or 19 in these examples represent the volume of the journal ('Band') which usually refers to a specific year of the journal (so to speak the 'Jahrgang' of a journal). The number that sometimes follows this number is the number of the issue of that journal in that year. So: The journal World Englishes has been published in its 12th year in 1993, and the article we see above was published in the first issue that was printed that year.

---

[3] You find information on edition and publishing year at the beginning of the book.

This distinction helps you for example when you search journals online and you know exactly where you need to start looking. (They are usually subdivided by year and issue online.)

Also remember: If you download the PDF from the online site of, e.g., Journal of Pragmatics, you do not need to give the URL but just treat this article as if you read it in a printed version.

You should only give a URL or a DOI if the article you're citing has been published in a online journal. If a DOI (Digital Object Identifier) is given, use the DOI instead of the URL since it is more stable.

2.9.5 Electronic book

Chandler, D. (1994). *Semiotics for beginners*. Retrieved from
   http://www.aber.ac.uk/media/Documents/S4B/ (last accessed: 13 April 2016).

2.9.6 Electronic journal articles

Watts, S. (2000). Teaching talk: Should students learn 'real German'? *German as a Foreign Language Journal, 1*. Retrieved from http://www.gfl-journal.com/

Williams, H. (2012). Cohesion and pragmatic theory in second-language writing instruction. *Language and Linguistics Compass, 6*(12), 768–776. doi: 10.1111/lnc3.12005

These journals are an Online Journal and NOT published in print → also give DOI or URL (if no DOI is given).

Other electronic resources that you use in your term paper also need to be referred to of course. You can find more information on how you can do this in Gibaldi (2009) and you can get some information on how to cite electronic resources correctly here:

https://owl.english.purdue.edu/owl/resource/560/10/

http://blog.apastyle.org

Note, however, that although these are sources on the APA style, which is generally used in linguistics, they do not completely conform to the conventions given here and you need to adapt the formatting (i.e. use of commas, colons, full-stops, …) to your own style in your paper. Thus, they can only give you a rough guideline on which information is needed in specific references etc.

2.9.7 Dissertations published online

Breuer, E. (2014). *First language versus foreign language: Fluency, errors and revision processes in foreign language academic writing*. Doctoral Dissertation, Bonn University. Retrieved from: URN: urn:nbn:de:hbz:5-34803.

You can find further information here:
https://www.ulb.uni-bonn.de/de/service/wissenschaftliches-publizieren/dissertationen-publizieren

2.9.8 Unpublished theses/dissertations

Walsh, R. (1995). Language development and the year abroad: A study of oral grammatical accuracy amongst adult learners of German as a foreign language. Unpublished PhD dissertation. University College Dublin: Dublin, Ireland.

2.9.9 Unpublished papers

Takahashi, S., & DuFon, M. A. (1989). Cross-linguistic influence in indirectness: The case of English directives performed by native Japanese speakers. Unpublished paper, Department of English as a Second Language, University of Hawai'i at Manoa, Honolulu.

2.9.10 Corpora

Davies, M. (2008-). *The corpus of contemporary American English (COCA): 450 million words, 1990-present*. Retrieved from http://corpus.byu.edu/coca/ (last accessed 19 August 2015).

Always check on the corpus website for meta-information on the corpus!

2.9.11 Blog post

Lee, C. (2010, last updated 18.11.2010). How to cite something you found on a website in APA Style [blogpost]. In: *APA Style Blog*. Retrieved from http://blog.apastyle.org/apastyle/2010/11/how-to-cite-something-you-found-on-a-website-in-apa-style.html (last accessed 16 April 2015).

2.9.12 Software

Anthony, L. (2014). *AntConc* (Version 3.4.3) [Computer Software], Tokyo, Japan: Waseda University. Retrieved from http://www.laurenceanthony.net/software/antconc/

2.9.13 TV series

Wendy, S. W. (Writer), & Martian, I. R. (Director). (1986). The rising angel and the falling ape [Television series episode]. In Dude, D. (Producer). *Creatures and monsters*. Los Angeles, CA: Belarus Studios.

2.9.14 Information from websites

The type of citation used to cite a website depends on the type of content of the website. For a passing reference to a website in text, the URL in brackets at the end of the sentence is sufficient, no reference in the bibliography necessary. For particular content both in text and bibliography references are needed. The basic format being:

Author, A. (date). Title of document [Format description]. Retrieved from http://xxx

For websites like archives or similar:

National Archives (last updated 2019b) *2016 Executive Orders Signed by Barack Obama [online archive]* Retrieved from https://www.archives.gov/federal-register/executive-orders/2016.html (last accessed 16.07.2020).

In text citations are, as usual, (Author date). For further guidance on how to quote web pages with or without author, year or page number here: https://apastyle.apa.org/learn/quick-guide-on-references#Websites.

2.9.15 Online Dictionary entires

Euphemism. (n.d.) In *Online Cambridge Dictionary* (14th ed.). Retrieved from https://dictionary.cambridge.org/de/worterbuch/englisch/euphemism (last accessed 16.07.2020)

2.9.16 Youtube

You can find a guide on how to reference videos from Euphemism. (n.d.) In *Online Cambridge Dictionary* (14th ed.). Retrieved from https://dictionary.cambridge.org/de/worterbuch/englisch/euphemism (last accessed 19.07.2020). video platforms like YouTube here: https://apastyle.apa.org/learn/quick-guide-on-references#YouTube.

2.9.17 Social Media

For social media references (like Facebook/Twitter/Google+/…) follow the guide on the APA-Blog, but keep in mind that for in-text quotations in parentheses no commas are required. https://blog.apastyle.org/apastyle/2013/10/how-to-cite-social-media-in-apa-style.html?_ga=2.219859097.102363685.1569846356-1239616920.1568904236.

2.10 Appendix

The appendix should be used for **collected data** (e.g. questionnaires, transcripts, ...) and for **tables** and **graphs** not included in the main text due to their subsidiary nature or to space constraints in the main text.

Although the appendices should be listed in the table of contents, it should be remembered that the appendices should be read parallel to the main text, not following it. The reader cannot, however, be expected to know exactly when each appendix is relevant and must, therefore, be told **when to refer to which appendix**. To do this a simple (cf. Appendix 1) should be included at the relevant place in the text and all appendices should be clearly numbered.

For example:

This research instrument essentially requires respondents to write both sides of an open role play or dialogue for a series of situations (cf. Appendix 6 for an example)...

But note: The appendices, even though numbered, do NOT receive a section numbering! Just as the reference section, it remains without a section numbering in the table of contents as well as in the text.

3 Citation guidelines (i.e. referring to particular passages, books or authors in the text)

The given citation guidelines are mainly based on the APA style (6th edition) and slightly adapted in some cases.

If you knowingly do not acknowledge other authors' thoughts, ideas or research, you can be accused of plagiarism.[4]

It should be noted that it is suggested here to only include **minimal citation details in the text** (i.e. authors' names, year of publication and page number(s), if relevant). This means that you should NOT include the title of the book or paper in the text! For complete details, the reader is expected to consult the reference section.

3.1 Quotations in the text

Incorporating quotations **into the text**:

Quotations of **less than three lines** in length should be placed in quotation marks and incorporated into the main text. The quotation details may or may not be included in the main text. An example where the reference details are included in the text is the following:

As Meara (1994: 32) comments: "Despite the huge amount of resources that the year abroad uses up, there is not a great deal of research on how effective it really is". This lack of research relates in particular to the development of pragmatic competence during a period of study abroad...

Alternatively, the source may be given directly after the quotation, as in the following case:

In contrast, politeness in pragmatics is concerned with "ways in which the relational function in linguistic action is expressed" (Kasper 1994: 3206). In other words, ...

Quotations of **three lines or more** should be **indented left** and, if desired, also right. A new line should be used for the quotation and the quotation given in **single spacing** (while the rest of your text should have 1.5 spacing). These quotations do not require quotation marks. The reference details may or may not be included in the main text. The font size is usually smaller than in the rest of your text (i.e., if it's normally 12, the longer quotations are in font size 11).

---

[4] Note that you have to sign the "Versicherung" that you wrote your paper on your own. This signed "Versicherung" is to be added to your term paper and counts as a legal document.

Example:

> For the purpose of the present study, I will take as a working definition of pragmatics that proposed by Crystal (1985: 240). He defines pragmatics as: (original emphasis)
>
>> the study of LANGUAGE from the point of view of the users, especially of the choices they make, the CONSTRAINTS they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication.
>
> The reference to "choices" and "constraints" in this definition reflects ...

Alternatively, the reference may be given directly after the quotation, as in the following case:

> Grice argues that because speakers are rational individuals and share common goals, conversations are governed by a co-operative principle:
>
>> We might then formulate a rough general principle which participants will be expected (ceteris paribus) to observe, namely: Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (Grice 1975: 45).
>
> Associated with this principle are four maxims – the maxims of quantity, quality, relation and manner – which are observed in effective conversation....

Also note: Please give all pages in your references, e.g. "Crystal (1999: 3–4)". Do not use **f**, **ff** or **ibid** even if the source needs to be repeated several times.

3.2 Referencing in the text:

Whenever you quote someone (either word for word or their idea), you need to tell the reader who it is you're quoting. You need to give the reference in the text (and **everyone** whose work you're citing **has** to show up in your reference section). Only include the last name(s), year of publication and page number here. Do not name the title. The first name (or its initial) is not mentioned either in in-text referencing unless you refer to two author with the same last name in which case you give the initials (e.g. N. Ellis and R. Ellis).

One author: Chandler (2001: 23)

Two authors: McQuarrie and Mick (1992: 196); in parentheses however you may use & (McQuarrie & Mick 1992: 196)

More than two authors

(first citation in text): Schmidt, Boraie and Kassabgy (1996: 287)

More than two authors

(second citation in text): Schmidt et al. (1996: 287)

N.B.: Note that "et al." is **only used for quoting in the text** and not in the reference section! You need to provide ALL names in the reference section.

3.2.1 Integrating references into the main text:

There are a number of possibilities here. In either case the year of publication and the page number follow the author's name directly. Examples include:

Crystal (2001: 23) reports that...

or

As McQuarrie and Mick (1992: 195–196) state...

or

... A further reason relating to the lack of concern with pragmatic issues in the foreign language classroom is that research on the teaching of L2 pragmatic competence is still in its infancy (cf. Tateyama et al. 1997: 163, Kasper 2000c: 383).

or

In the past years, many researchers (e.g. Crystal 2001: 23) have commented on...

3.2.2 Second-hand quoting/referencing

On **no account should you include any quotations which you have not read yourself** nor should you strictly speaking refer to other research which you have not consulted yourself. If the latter case cannot be avoided (because, e.g., the book you are referring to is only available in the United States), you should note this in the text and **include both this reference and the original one** in your reference section.

For example:

You read a book/article by Janet Holmes (e.g. Holmes 1986) and you find an interesting quote from Malinowski (e.g. 1923) in there about phatic communion. You cannot find Malinowksi (but please be aware: Malinowski can be found) but want to get that quote in your paper. You could write something like:

This idea follows the "phatic communion" that Malinowski (1923, as cited in Holmes 1986) mentions in his research.

In such a case, you also have to put Malinowski's book/article in your reference section (you'll find that reference in Holmes then.)

4 Comments on plagiarism

What is plagiarism?

Plagiarism is when you use the intellectual work (i.e. paragraphs, ideas, phrases, etc.) of others **without acknowledgment**. It can take the form of direct copying from the writings of others or the presentation of the ideas of others in a paraphrased form.

If you like the ideas of a researcher, **you may of course refer to these ideas or indeed quote from the writings of this person as long as you formally acknowledge their work** but you may not simply adopt his/her ideas as your own. This also applies to works written in a different language. Translation of ideas or writings is also plagiarism if the original author is not acknowledged. (If you want to see an example of plagiarism, you may turn to http://de.guttenplag.wikia.com/wiki/GuttenPlag_Wiki
or http://de.vroniplag.wikia.com/wiki/Home).

N.B.:

- Internet materials used should be cited just as all other sources used. And you should NEVER quote/cite from Wikipedia (if you're not writing about Wikipedia as a cultural phenomenon or the like...), and especially not copy and paste from there!

- **Term papers are failed on the grounds of plagiarism** alone.

- If plagiarism was proven, legal actions from the university may follow (after all, this is no "Kavaliersdelikt").

5 Major pitfalls of writing term papers

5.1 Lack of focus

Before writing a term paper, you should ensure you have a **question** which you attempt to answer in your paper. This question should be kept in mind throughout the paper. Answer this question and only this question. Include only information/details/analyses of relevance to the question at hand. Waffle and irrelevancies only serve to annoy your readers - remember they have many more papers to read besides yours. Keep them interested and don't waste their time.

Sometimes, the relevance of a particular section may be clear to you but not to your readers. To avoid this, ensure you **briefly explain the relevance of every section**.

5.2 Badly structured

Your text should flow from one sentence to the next, from one paragraph to the next, and from one section to the next. In other words, **you should attempt to hold your reader's attention at all times**, from the beginning to the end of the paper.

Generally speaking, you should not introduce a new paragraph unless you are addressing a new point - and if you are, ensure you do use a new paragraph. Put yourself in the reader's position or better still, ask someone else to read your text before you submit it (preferably someone not familiar with the area) - can they follow your line of argument? Do your different sections link well?

5.3 Assuming expert knowledge of the reader

Do not assume that your readers are experts in your area of research. Instead, imagine them to be familiar with the area but not with the specific details of your specific question/topic. Make your paper reader-friendly. Guide your readers, tell them why you are giving details of a particular aspect. Give examples of concepts of importance. Interpret your data for the readers and discuss it in a reader-friendly manner.

5.4 Carelessness (spelling, formatting, ...)

Before submitting, you should **spell-check** your document for typing errors. If you are writing your text in a foreign language, you should have it checked by a native speaker if possible.

Ensure your paper is formatted in a **consistent manner**[5]:

- Have you used the **same spacing** throughout the main text?

- Are all **headings/sub-headings** formatted consistently (size/italics/bold/font/ ...)?

- Have you consistently either left a space between paragraphs or not left a space?

- Have you considered the rules for the use of **commas** (especially in relative and subordinate clauses)?

- Are all your **bibliographical** details **complete**? From the beginning of your research efforts, you should ensure that you take exact notes of researchers' names, titles of articles, edited editions and monographs, place of publication details, details of the relevant publishing house, and also page numbers for articles. In the reference section above, the use of Citavi, a free program designed specifically for keeping track of references, was mentioned.

- Are your **bibliographical** details **formatted** in a **consistent manner**? The reference section is the easiest part of a term paper to write but also that sections which is often the most careless part of students' term papers and that which causes the most annoyance to lecturers correcting papers. It is well worth putting some effort into (check the guidelines).

Further readings

Alley, M. (1996). *The craft of scientific writing (*3rd ed.). Englewood Cliffs: Prentice.

Andermann, U. (2006). *Duden: Wie verfasst man wissenschaftliche Arbeiten?: Ein Leitfaden für das Studium und die Promotion (*3rd ed.). Mannheim: Dudenverlag.

Buenting, K.-D., Bitterlich, A., & Pospiech, U. (2009). *Schreiben im Studium mit Erfolg: ein Leitfaden* (8th ed.). Berlin: Cornelsen Scriptor.

Gibaldi, J. (2009). *MLA handbook for writers of research papers* (7th ed.). New York: Modern Language Association of America.

---

[5] Be aware that your layout and format might change when your document is opened with various programs (i.e. when you write it in Word 2003 and someone with either open office or Word 2010 opens it). It is better to send out a PDF to your proofreader/your lecturer. Make sure that creating the PDF has not changed the intended formatting.

Greenbaum, S., & Whitcut, J. (1988). *Guide to English usage.* London: Longman.

Peck, J., & Coyle, M. (2005). *The student's guide to writing: Grammar, punctuation and spelling* (2nd ed.). Basingstoke: Palgrave.

Standop, E., & Meyer, M. (2008). *Die Form der wissenschaftlichen Arbeit*: *Grundlagen, Technik und Praxis für Schule, Studium und Beruf* (18th ed.). Wiebelsheim: Quelle & Meyer.

Wray, A., & Bloomer, A. (2006). *Projects in linguistics: A practical guide to researching language* (2nd ed.). London: Arnold.

Electronic resources

These websites can give you information on how to cite unusual sources. Note, however, that although these are sources on the APA style, which is generally used in linguistics, they do not completely conform to the conventions given here and you need to adapt the formatting (i.e. use of commas, colons, full-stops…). Thus, they can only give you a rough guideline on which information is needed in specific references etc.

https://owl.english.purdue.edu/owl/resource/560/10/

http://blog.apastyle.org

Bonn Applied English Linguistics, 2019