

Guidelines and Style Sheet for Writing Research Papers in Linguistics and Didactics

Institut für Anglistik und Amerikanistik

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1. Formatting: Page Design of Papers


- **Layout:** DIN A4, print on one side of the paper only, right margin: 3 cm, left margin: 4cm, top and bottom margins: 2.5 cm
- **Text:** use Times New Roman font, type size 12pt; 1.5 line spacing; hyphenless justification, mark each paragraph by indentation of the first line (one tab stop).
- **Quotations:** Short quotations (up to three lines) are incorporated into the main text “between double quotes” (double quotes within the quotations become single ‘inverted commas’). Longer quotations are set off in one block, without quotation marks, left indent, single-spaced, type size 11pt, blank line before and after.
- **Footnotes:** same font type; 10pt, single spacing, hyphenless justification, no indentions, end each footnote with a full stop
- **Headings, Subheadings:** use bold, same font and same font size, no colours
- **Pagination:** same font; same font size; starts with the title page but is not made visible as a page number until the first page of the text

2. The Formal Structure of Research Papers

2.1. Cover Page

The cover page should include the following information and should be well structured:

- university
- institute, department
- summer or winter semester, year
- course module, course type, course title
- name of teacher
- title and subtitle of paper
- your name
- your matriculation number
- address, telephone number, e-mail
- subjects: majors and minors
- course of study, e.g. M.Ed.Gym
- semester



Carl von Ossietzky Universität Oldenburg
 Institut für Anglistik und Amerikanistik

Winter semester 2012/2013

AM 17: S History of the English Language
 Prof. Dr. Ronald Geluykens

The Great Vowel Shift

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Zwei-Fächer-Bachelor: Anglistik/ Germanistik
 3. Semester

2.2. Table of Contents

Always give page numbers; make sure page numbers are in one vertical line, right-aligned; capitalize titles (first letter of the word) and subtitles (exception: function words); do not give chapter numbers for bibliography, appendix etc.; make sure your table of contents shows the exact same headlines as your paper.

2.3. Introduction, Main Part, Conclusion (see Section 4 below)

2.4. Bibliography (and Appendices)

Same font, same font size; same margins; left aligned, single space; alphabetical order by the surname of the (first) author; each entry with hanging indent by 1,25 cm.

2.5. Statement on Plagiarism

Please copy and paste the following text, add date and signature, and include on a separate sheet at the end of your paper:

Hier mit erkläre ich, dass ich die Arbeit selbständig verfasst bzw. gestaltet und keine anderen als die angegebenen Quellen und Hilfsmittel benutzt und die allgemeinen Prinzipien wissenschaftlicher Arbeit und Veröffentlichungen, wie sie in den Leitlinien guter wissenschaftlicher Praxis der Carl von Ossietzky Universität Oldenburg festgelegt sind, befolgt habe. (vgl. §11. Abs.16 der Prüfungsordnung für den Zwei-Fächer-Bachelor, Allg. Teil, Fassung von 2008)

3. Quotations, References, Bibliography

3.1. Quotations

Do not change wording or spelling of the quotation. Indicate already existing mistakes using the term sic! in squared brackets [sic!] right after the error. Mark [additions] and [...] ellipses in squared brackets.

Indicate the source of your quotation with the author's surname followed by the year of publication and the page number after a colon, all in one bracket: (Chomsky 1981: 245). If you are not quoting an author but refer to a particular statement, suggestion, proposal or result, indicate this work by the author's last name and the year of publication: (Haegeman 1994).

If you refer to more than one work by the same author, identify by year of publication and separate these works with commas and list them chronologically: (Guasti 2000, 2002). If there are two or more publications by the same author in the same year, use a,b... to identify: (Hamann 1996a, 1996b, 1996c). When quoting publications authored or edited by more than two people, just list the name of the first author/ editor and abbreviate the others with "et al." (e.g. Blum-Kulka et al. 1989 instead of Blum-Kulka, House and Kasper 1989) but list all author in the reference section.

If you make a statement or suggestion that is similar to one given by one of your sources, indicate this with the abbreviation “cf.” which means “confer”: (cf. Rizzi 1990).

Sample 1¹:

Many authors argue that the responses elicited by DCTs differ structurally from authentic speech acts since the experimental setting (or “laboratory” context as Jucker [2009] calls it) elicits social expectations rather than language forms which participants would actually use in natural conversation. Along these lines, Beebe & Cummings (1996: 80/81) argue that DCT data provide the researcher with “a good idea of the stereotypical shape of the speech act”. The authors state that questionnaires not only give the researcher control over situational and social variables but also provide metapragmatic knowledge of informants. This claim is supported by Kasper’s report that production questionnaires are useful to inform about speakers’ pragmalinguistic knowledge of the strategies and linguistic forms by which communicative acts can be implemented, and about their sociopragmatic knowledge of the context factors under which particular strategic and linguistic choices are appropriate (Kasper 2000).

Taken from: Floeck, Ilka & Pflingsthor, Joanna (2012), “‘Let’s make that tower even higher’: A task-based approach to directive speech acts in spoken EFL interactions” in: Akbarov, Azamat & Cook, Vivian (eds.): *Contemporary Foreign Language Education: Linking Theory into Practice*. Sarajevo: IBU Publications.

3.2. Footnotes

Footnotes are for content only. Use footnotes if you would like to add something to the content of your paper that you think is best put into footnotes. Do not put bibliographic information or references into footnotes. In footnotes, use the same conventions for quotations and references as in the body.

3.3. Object Language and Examples

In linguistics, you use language to write about language. The language you are writing about is called the object language, and the language you are using to describe the object language is called the metalanguage. Use italics to indicate object language in the text: “In English, *the* is the definite article” or “The English regular plural is marked by the morpheme *–s*”. Number your language examples and separate them from the text by a blank line, indented by one tab stop. In an example, the object language is not in italics. Use the number to refer to your examples. Refer to your examples by (1), (2), etc. and number them continuously throughout the text.

Often you have to indicate the source of the example, in the sample it is a specific corpus which was introduced in the text.

Sample 2:

In suggestions, speakers can include themselves in the action proposed to the hearer, as seen in Example (1).

(1) SETH: Well, I mean--we could put a floor r-..floor register right..along here (SBC 071)

Taken from: Flöck, Ilka (2011), “Suggestions in British and American English: A corpus-linguistic study”, *Bochumer Linguistische Arbeiten* 3, 67-81.

¹ The samples listed in the ‘Leitfaden’ are paragraphs taken from publications for illustrative purposes.

When the object language and metalanguage are not the same (e.g. you are writing about German in English), provide translation and glosses for your examples (as in Example 1). For single words quoted in the text, the translation can be given between inverted commas: “the verb *denken* ‘think’ is a clausal embedding verb”. Phrases or sentences are presented separately and numbered, and are accompanied by glosses (literal word-for-word translations) and paraphrases: the intended meaning of the sentence.

- (1) Seine Freunde glauben, es wird morgen regnen.
 his friends believe it will tomorrow rain.
 ‘His friends believe that it will rain tomorrow’.

There are certain symbols that you may need in your examples whenever the sentence is unacceptable for some reason:

- An asterisk (*) marks ungrammatical sentences as in (3).
- One or two quotation marks (?) (??) marks odd sentences, i.e., sentences that are neither grammatical nor ungrammatical but degraded in grammaticality as in (4).
- A hash (#) marks sentences or utterances that are semantically or pragmatically infelicitous as shown in (5).

- (2) What do you think that John drank?
 (3) *Who do you think that came late?
 (4) ?? Whom do you wonder whether she will invite??
 (5) #The present king of France is bald.

Child Language: When giving examples from corpora of child language (for instance from the CHILDES database), indicate the name of the child and the age at which the utterance was recorded (Years Semi-Colon Months) (Name x;xx). If you use corpora from the CHILDES database, there are guidelines how to refer to each corpus. You can find them on the CHILDES website.

Sample 3:

In Child English the use of finite non-inverted verbs in Wh-questions can occur quite late, as Guasti shows for Adam’s and Sarah’s use of finite non-inverted main verbs (Guasti, this volume). The developmental curve for Laura’s acquisition of constituent questions in Dutch (van Kampen 1997:81) shows questions with a missing Wh-element till the age of 3;7.

- (2) where dis goes (Adam, 2;8, Childe, Brown)
 (3) où il est (Philippe, 2;1.19, Childe, Leveillé)
 .
 .
 (5) is deze vor nou? (Laura, 3;2.9, van Kampen 1997)

Taken from: Hamann, Cornelia (2000). “The acquisition of constituent questions and the requirements of interpretation” in Friedemann, Marc Ariel & Luigi Rizzi (eds.), *The Acquisition of Syntax*, Harlow: Longman, 170-201.

3.4. Tables and Figures

The use of tables and figures is often advisable to make your text easier to comprehend. They are not a means in themselves and need to be discussed and referred to in your text (cf. samples 4 and 5). Tables and figures need to be numbered continuously throughout your text (keep separate counts of tables and figures) and need to be labelled with comprehensive titles. The title for tables should be placed before the table; the title for figures should be placed underneath the figure.

Sample 4:

Requests are a subclass of directive speech acts which have been very broadly defined as “attempts (of varying degree [...]) by the speaker to get the hearer to do something” (Searle, 1976: 13). Their function can be further defined in terms of felicity conditions as outlined in Searle 1969 (66) (cf. Table 1).

Table 1. Felicity conditions for directive speech acts.

Condition	Directive speech acts
Essential	Counts as an attempt by a speaker (S) to get a hearer (H) to do a future action (x).
Sincerity	S wants H to do x.
Preparatory	(a) H is able to perform x. S believes H is able to do x. (b) It is not obvious that H would do x without being asked.
Propositional content	Counts as an attempt by S to get H to do a future action

Taken from: Floeck, Ilka & Pflingstorn, Joanna (2012), “Let’s make that tower even higher?: A task-based approach to directive speech acts in spoken EFL interactions” in: Akbarov, Azamat & Cook, Vivian (eds.): *Contemporary Foreign Language Education: Linking Theory into Practice*. Sarajevo: IBU Publications.

Sample 5:

The distribution of head act superstrategies in the two methodological conditions shows that similar to the L1 data in Flöck (2011), learner requests are more direct in the conversational than in the DCT data set (cf. Figure 1).

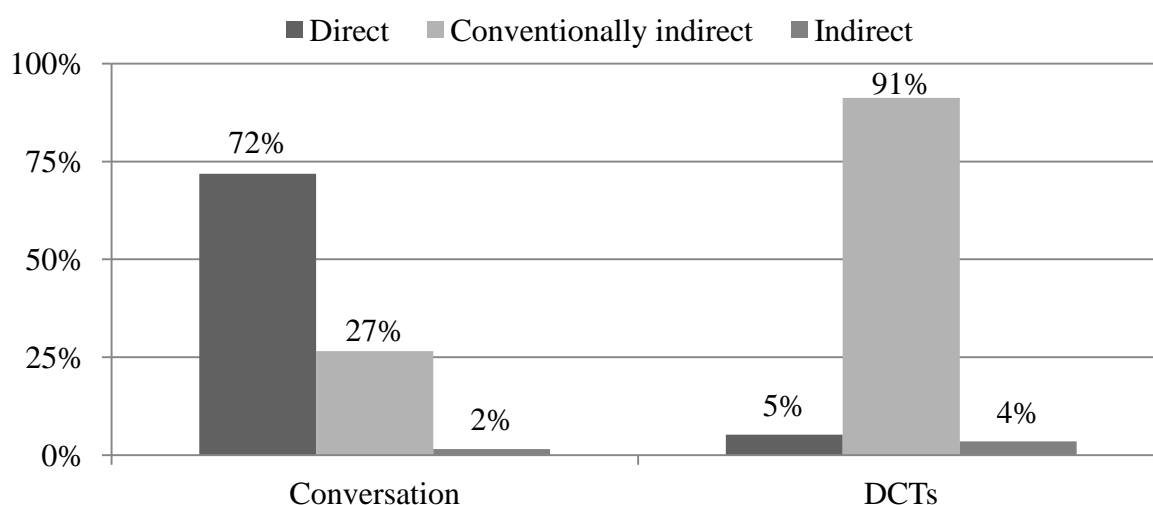


Figure 1. Distribution of request superstrategies in conversational and DCT data.

Taken from: Floeck, Ilka & Pflingstorn, Joanna (2012), “Let’s make that tower even higher?: A task-based approach to directive speech acts in spoken EFL interactions” in: Akbarov, Azamat & Cook, Vivian (eds.): *Contemporary Foreign Language Education: Linking Theory into Practice*, Sarajevo: IBU Publications.

3.5. Bibliography

In the bibliography, all the references (and only those!) which you included in your text need to be listed. The references first need to be listed in alphabetically then chronologically (i.e. NOT grouped according to publication type!).

3.5.1. Monographs

Last Name, First Name (Year of Publication), *Title in italics*. Place of Publication: Publisher.

Brown, Penelope & Levinson, Stephen C. (1987), *Politeness: Some Universals in Language Usage*. Cambridge, Cambridge University Press.

Guasti, Maria Teresa (2002), *Language Acquisition: The Growth of Grammar*. Cambridge, Mass.: MIT Press.

O'Grady, William (2005), *How Children Learn Language*. Cambridge: Cambridge University Press.

3.5.2. Articles in Collections

Last Name, First Name (Year of Publication), "Title in inverted commas", in: Last Name of Editor, First Name & optional First Name(s) and Last Name(s) of Co-Editors, (ed./eds.), *Title of Collection*, Place of Publication: Publisher, Page numbers.

Guasti, Maria Teresa (2000), "An Excursion into Interrogatives in Early English and Italian" in: Friedemann, Marc Ariel & Luigi Rizzi (eds.), *The Acquisition of Syntax*, Harlow: Longman, 105-128.

Jucker, Andreas H.; Schneider, Gerold; Taavitsainen, Irma & Breustedt, Barb (2008), "Fishing for compliments: Precision and recall in corpus-linguistic compliment research" in: Jucker, Andreas H. & Irma Taavitsainen (eds.), *Speech Acts in the History of English*, Amsterdam/ Philadelphia: Benjamins, 273-294.

3.5.3. Articles in Periodicals/Journals

Last Name, First Name (Year of Publication), "Title in inverted commas", *Periodical in Italics*, Number of volume of the Periodical (optional: Number of Issue of Periodical), Page numbers.

Crain, Stephen and Paul Pietroski (2001), "Nature, Nurture and Universal Grammar", *Linguistics and Philosophy* 24, 139-186.

Golato, Andrea (2002), "German compliment responses", *Journal of Pragmatics* 34 (5), 547-571.

Newport, Elissa L. (1990), "Maturational Constraints on Language Learning", *Cognitive Science* 14, 11-28.

Searle, John R. (1976), "A classification of illocutionary acts", *Language in Society* 5 (1), 1-23.

3.5.4. Online Documents

Blake, Robert (2000), "Computer Mediated Communication: A Window on L2 Spanish Interlanguage", *Language Learning & Technology* 4, 120-136. Retrieved January 27, 2001, from <http://llt.msu.edu/vol4num1/blake>.

4. The Structure of Research Papers

After gathering, reading and evaluating your literature (books, book chapters, articles, dissertations, etc.), you are ready to start with your own thesis. Observe the **IMRD**² format: **I**ntroduction, **M**ethods, **R**esults, **D**iscussion, or more specifically, a more differentiated version containing the sections Introduction, Theory, Methods, Results, Discussion and Conclusion as in the following illustration:

4.1. Introduction

The introductory section should include the following points:

- the broad relevance of study
- the relevance to your respective scientific field
- the research question(s) you want to answer in your paper
- the motivation for research (e.g. research gap)
- brief details on your project (e.g. which linguistic variable you investigate, which linguistic theory/ framework you base your research on, which method you use, etc.)
- the structure of your paper

(cf. Schiavetti, Nicholas & Dale Evan Metz (2006), *Evaluating Research in Communicative Disorders*. 5th edition. Boston: Allyn and Bacon, ch. 7.)

4.2. Theory

Your paper is supposed to be a contribution to the scientific discussion. To be able to accomplish this, you need to be aware of the ongoing discussion in your field. In the literature review you should give an overview of the findings that are relevant for your research question(s). It is, however, not sufficient to simply provide summaries of the studies. You should also critically discuss the studies you mention. You should also aim at grouping studies with similar findings together, contrasting them with studies which present different results, etc.

In sum: It is necessary to supply a critical overview of current research before you start discussing your own work. In case of an empirical paper: Give reasons for conducting the research and offer any information that might be needed to understand the research problem.

The section can be split into 2 subsections:

- 4.2.1. Linguistic Theory
- 4.2.2. Previous Research.

4.3. Method

In empirical papers it is essential to describe and discuss the methodology you have employed to collect your data. You should answer the following questions in your method section:

² For more information cf. Swales, John (1990), *Genre Analysis*. Cambridge: Cambridge University Press, ch.7.

Questions to address:	How to answer them:
Which method/ procedure did you use?	Experiments, participant observation, corpora, questionnaires, etc.. In case of experimental work/questionnaires: describe in detail what kind of task participants had to carry out.
Which advantages does your method have?	State why your method is best suited to answer your individual research question.
Which disadvantages does your method have?	State honestly which disadvantages your method might have (is thought to have) and why you think it is still a valid tool to answer your research question. You should also say what you have done to compensate for the disadvantages.
How did you proceed in data collection?	Be careful to be brief and relevant in this part. Do not produce a lengthy narrative account of what you did.
How many participants did you have?	Provide demographic information about your participants that are relevant to your question.
Which corpus did you use?	State how big is it (usually number of words), which genres is it composed of, which variety of the language is represented, when the data were sampled, which speaker groups are represented in it, etc.
What did you do with your data once you obtained them?	Describe how you transcribed (e.g. using a specific transcription system/ software), coded and analysed your data. If applicable, you should also describe which statistical tests you used in your analysis.

4.4. Results & discussion

In the results and discussion section, you present the ‘answer’ to the research question. Here you show, describe, and analyse the data found in your research. Remember: You do not interpret your result in this section. You simply state what you have observed. It is often desirable to present your findings not only in text but also graphically as tables or figures. You should, however, be careful to explain your tables and figures properly. Never insert tables or figures without referring to them in the text and without naming, numbering and explaining them!

But you not only describe your own findings, you also have to discuss them in the light of studies which are relevant to your own research question. Describe the patterns, principles, relationships your results show. Explain how your results relate to expectations and to literature cited in your literature review. Do they agree, contradict, or are they exceptions to the rule? Explain plausibly any agreements, contradictions, or exceptions. Describe what additional research might resolve contradictions or explain exceptions.

Questions to address:	How to address them:
What conclusions can you draw?	For each major result: <ul style="list-style-type: none"> - Describe the patterns, principles and relationships your results show. - Explain how your results relate to hypotheses and expectations and to literature cited in your literature review. Do they agree, contradict, or are they exceptions to the rule? - Give a plausible explanation of any agreements, contradictions, or exceptions. - Describe what additional research might resolve contradictions or explain exceptions.
How do your results fit into a broader context of research in your field?	<ul style="list-style-type: none"> - State the theoretical implications of your results. - Suggest practical applications of your results. - Extend your findings to other situations or other genres when possible- - Give the big picture: do your findings help us understand a broader topic?

Note: You can also split up the “Results and discussion” section into two separate parts where you describe your results in a "results" section and discuss them in the light of earlier literature in a "discussion" section. In other words, you could treat this as two main sections or introduce two subsections 4.4.1 Results and 4.4.2 Discussion.

4.5. Conclusion

Looking back on your work: Can you define what kind of contribution you eventually made with your work? There are different options:

- You may have recapitulated the debate in order to evaluate the different present positions.
- You may have supported an existing argument with your own view on a certain text.
- You may have modified a perspective you found in public statements choosing a more scientific approach.
- You may have promoted research in a certain direction.

In any case:

- summarize the main results of your study
- link the results to your main research question/hypothesis at the beginning of your work
- evaluate your project critically
- set your work into the larger context of research in your field describe future research that could follow from your work
- describe shortcomings of your work/method (if applicable) - however, be careful, keeping in mind that you still want to 'sell' your work