

# Guidelines and Style Sheet for Linguistic (Research) Papers

Institute for English and American Studies

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## 1. Good academic practice

In 2017, the University of Oldenburg passed principles for the safeguarding of good academic practice in their official notices that follow the guidelines by the German Research Foundation (DFG 2013). The guidelines of the University of Oldenburg are available online ([https://uol.de/fileadmin/user\\_upload/gremien/Regulations-governing-the-Principles-for-safeguarding-good-academic-practice.pdf](https://uol.de/fileadmin/user_upload/gremien/Regulations-governing-the-Principles-for-safeguarding-good-academic-practice.pdf)).

More information is also available here: <https://uol.de/en/ppre/regulations/plagiarism/>

In their guidelines, the University of Oldenburg (2017: 2) observes that “(a)cademic honesty and observance of the principles of good academic practice are indispensable prerequisites for academic work”. Ensuring good general academic practice requires researchers of all levels to carry out their research “honestly and according to current scientific knowledge” (University of Oldenburg 2017: 2). Academic honesty and professionalism entails that researchers must mention all the sources used in their research projects. Good academic practice also entails that the methods used and the data obtained must be adequately and transparently documented so that the research project can (potentially) be replicated. Furthermore, the University of Oldenburg demands that all research projects need to follow legal and ethical conventions when testing humans.

Applied to academic theses and dissertations written by students, the University of Oldenburg establishes four criteria that are most essential for evaluating the quality of the academic thesis/ work: justification, autonomy, reflectiveness and originality (University of Oldenburg 2017: 3). The further advanced students are, the more do they need to fulfil these criteria in their projects. One of the most vital properties of student papers and theses is that all intellectual property or work by somebody other than the student needs to be recognisable as such for the reader of the paper/ thesis. Intellectual property (that includes thoughts, ideas, results, theories and linguistic phrasing) must always be referenced and attributed to the person who produced it. The University of Oldenburg (2017: 3) phrases this in the following way:

All academic theses and dissertations must be thoroughly and carefully researched, and include citations and references. The use of someone else’s work, regardless of whether this concerns a section of text or ideas and theories, must be immediately recognisable to the reader. If the thesis or dissertation makes use of someone else’s intellectual property or work, the reader must always be made aware. All theses and dissertations must include a sworn statement affirming that the work was carried out independently and without impermissible assistance from a third party.

Making the reader aware of somebody else’s intellectual property is conventionally done in a number of ways: Typologically (by using quotation marks), by the formatting (indenting longer direct quotations) and by providing references to the original study (cf. Chapter 2 “How to reference literature”).

Whenever you submit a written paper (term paper, BA thesis, MEd/ MA thesis) you need to affirm that you followed the guidelines of good academic practice. The following

passage from the University of Oldenburg's Bachelorprüfungsordnung (BPO Allgemeiner Teil, Fassung von 2018, §13a) regulates this:

Bei der Abgabe der schriftlichen Prüfungsleistungen einschließlich der Bachelorarbeit hat die oder der Studierende schriftlich zu versichern, dass sie oder er 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 hat. Für die Bachelorarbeit hat diese Versicherung an Eides statt zu erfolgen.

## 2. How to reference literature

Whenever you report on somebody else's intellectual property, you need to unambiguously mark this as their intellectual property. You can do this either by directly quoting them (i.e. literally taking over a passage) or by indirectly quoting them (i.e. paraphrasing what they have said in your own words). Regardless of whether you quote directly or indirectly, you need to **reference the original study** (i.e. provide the name(s) of the author(s) and the year of the publication of the study) that you are taking thoughts, ideas, theories, hypotheses, a specific wording etc. from.

In linguistics, references are always incorporated into the text (not in footnotes) and are references with a short citation style (e.g. author's name (year of publication): page number). If there are two authors or more author of one study, you only list the first author's surname and abbreviate the other authors with "et al.". If you refer to several studies by the same author(s) that all share the same year of publication, you need to mark the publications with a, b, c, etc. (both in your text and your bibliography) so that your reader knows which specific source you are referring to. The full bibliographical information about the sources you refer to in your text needs to be listed in your bibliography. Do **not** provide the full bibliographical details in footnotes or your text!

### 2.1 Direct and indirect quotations

The way you refer to other sources depends to some degree on the kind of quotation (direct/ indirect) you use. Direct quotations need to be marked by quotation marks ("...") unless they are longer than 3 lines of text. In this case, you need to indent and use single space for the quotation. The source of your quotation needs to be incorporated in your text by the following short citation style: **author's surname (year of publication): page number** (e.g. Flöck (2016): 43). Direct quotations must **not** be changed with respect to wording or spelling. That even applies to taking over mistakes in the original study! Indicate already existing mistakes using the term 'sic' in squared brackets right after the error. Mark additions and ellipses [...] in squared brackets and say when you emphasise parts of the original quote.

Two examples of how to quote directly and how the reference can be incorporated into the main text can be seen in the following passages taken from Flöck (2016: 43):

**Sample 1:**

Because of their omnipresence in CCP and ILP research, production questionnaires, or more specifically the DCT, have attracted much and vehement criticism from a substantial number of researchers. Economidou-Kogetsidis (2013: 22, my emphasis) even claims that the DCT is “the most criticized elicitation instrument in cross-cultural and interlanguage pragmatics”.

Short direct quote  
→ quotation marks needed  
→ page numbers needed

**Sample 2:**

As early as 1991, Kasper & Dahl (1991: 215) warn that researchers in pragmatics are faced with a double layer of variability: (a) variability that reflects the social properties of the speech event, and the strategic, actional, and linguistic choices by which interlocutors attempt to reach their communicative goals; and (b) the variability induced by different instruments of data collection. [...] The authors try to draw attention to the fact that researchers should be aware of the influence which various independent variables [...] simultaneously exert over the dependent variable under investigation.

Long direct quote  
→ page numbers needed  
→ no quotation marks needed  
→ quotation needs to be indented and single-spaced

Indirect quotations are paraphrases of other people’s thoughts, ideas, theories, hypotheses or findings. Just like direct quotations they need to be referenced. For every thought, idea, theory, hypothesis or finding that you take over (or report on) from somebody else, you need to say where it is from. In contrast to direct quotations, you do not need to use quotation marks or provide the page number in the reference. Indirect quotes, you reference by providing author’s surname and the year of publication of the study in question (e.g. Flöck (2016)).

An example of how to quote indirectly and how the reference can be incorporated into the main text can be seen in the following passage taken from Flöck (2016: 66):

**Sample 3:**

In her analysis of English English and Irish English requests, Barron (2008) only finds three types of upgraders in her data sets. [...] Her decision to code *please* as a mitigator in standard situations and as an upgrader in non-standard situations is based on House’s (1989) finding that *please* is only appropriate in formal (i.e. standard situations). This claim is supported by Aijmer’s (1996) conclusion that *please* mainly occurs in situations in which formal politeness is required [...].

Indirect quotes  
→ no quotation marks  
→ no page numbers  
→ reports and comparisons on the findings of three researchers

Table 1: Summary of in-text referencing techniques.

Quotation type	In-text reference	Example
Direct	Author’s surname (year of publication: page number)	Flöck (2016: 43) claims that “production questionnaires, or more specifically the DCT, have attracted much and vehement criticism from a substantial number of researchers”.
Indirect	Author’s surname (year of publication)	Flöck (2016) claims that DCTs have been criticised vehemently in the field of pragmatics.

## 2.3 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!).

In linguistics, different citation styles are used depending on the preferences/ guidelines of the respective publishing house. A citation style that can be found quite frequently is the Chicago Manual of Style (<https://www.chicagomanualofstyle.org/home.html>). The following citation forms are used in the Chicago Manual of Style (for further source types, please consult the referencing style manual):

### Monographs:

Author's surname, first name. Year of publication. *Title of monograph*. Place of publication: Publishing house, year of publication.

Achiba, Machiko. 2003. *Learning to Request in a Second Language. A Study of Child Interlanguage Pragmatics*. Clevedon: Multilingual Matters.

Adolphs, Svenja. 2008. *Corpus and Context: Investigating Pragmatic Functions in Spoken Discourse*. Amsterdam/ Philadelphia: Benjamins.

Aijmer, Karin. 1996. *Conversational Routines in English: Convention and Creativity*. London: Longman.

———. 2002. *English Discourse Particles: Evidence from a Corpus*. Amsterdam: Benjamins.

### Articles in collected volumes:

Author's surname, first name. Year of publication. "Title of article." In *Title of the collected volume*, edited by Name(s) of editors, page numbers of article. Place of publication: publishing house, year of publication.

Barron, Anne. 2008. "The Structure of Requests in Irish English and English English." In *Variational Pragmatics: A Focus on Regional Varieties of Pluricentric Languages*, edited by Klaus P. Schneider and Anne Barron, 35–67. Amsterdam/ Philadelphia: Benjamins.

Blum-Kulka, Shoshana, and Juliane House. 1989. "Cross-Cultural and Situational Variation in Requesting Behaviour." In *Cross-Cultural Pragmatics: Requests and Apologies*, edited by Shoshana Blum-Kulka, Juliane House, and Gabriele Kasper, 123–54. Norwood, NJ: Ablex.

Drew, Paul, and Traci S. Curl. 2008. "Conversation Analysis: Overview and New Directions." In *Advances in Discourse Studies*, edited by Vijay Bhatia, John Flowerdew, and Rodney H. Jones, 22–35. New York: Routledge.

### Articles in periodicals/ journals:

Author's surname, first name. Year of publication. "Title of article." *Title of the periodical/ journal* volume of journal (issue of journal): pages of article.

Fox, Barbara. 2015. "On the Notion of Pre-Request." *Discourse Studies* 17 (1): 41–63.

Merrison, Andrew J., Jack J. Wilson, Bethan L. Davies, and Michael Haugh. 2012. "Getting Stuff Done: Comparing E-Mail Requests Form Students in Higher Education in Britain and Australia." *Journal of Pragmatics* 44: 1077–98.

Stivers, Tanya, and Federico Rossano. 2010. "Mobilizing Response." *Language and Social Interaction* 43 (1): 3–31.

**N.B.:** You do have some choice which individual citation style you use – but do make sure that they use short in-text references (so no MLA)! Whatever citation style you opt for, be consistent in the usage!

### 3. Formatting

Your paper should be formatted consistently and in a way that makes it easy for your audience to read. Here are some rough guidelines about the general formatting that you should adhere to:

- **Layout:** DIN A4, print on one side of the paper only
- **Margins:** right margin: 3 cm, left margin: 4cm, top and bottom margins: 2.5 cm
- **Text:** use Times New Roman font (or similar standard font type such as Calibri, Arial, etc.), type size 12pt; 1.5 line spacing; hyphenless justification, mark each paragraph by indentation of the first line
- **Quotations:** Short quotations (up to three lines) are incorporated into the main text “between double quotation marks” (double quotation marks within the quotations become single ‘inverted commas’). Longer quotations are set off in one block, without quotation marks, left indented, single-spaced, type size 11pt
- **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 (i.e. cover page and table of content are counted as pages but the page number should not be visible on them)

#### 3.1 Overall structure of a (research) paper in linguistics

Your paper should include the following overall structure:

1. Cover/ title page
2. Table of content
3. Optional: List of tables and figures
4. Main text (cf. Section 5)
5. References/ bibliography
6. Optional: Appendix/ appendices
7. Statement of plagiarism

### 3.2 Cover page

Your cover page should include the following information (an example for a cover page is included in the appendix):

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

### 3.3 Table of content

Your table of content (TOC) should be clearly structured. Here are some guidelines for your TOC:

- always provide 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.

If you are using style templates in your word processor, you can also create automatic TOCs.

You can also use our TOC on the first page of these guidelines as an example!

### 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 on top of the table; the title for figures should be placed underneath the figure.

**Sample 4 (taken from Flöck 2016: 121)**

The analysis of head act strategies in AmE and BrE conversational requests shows that all of the strategies identified in Blum-Kulka et al. (1989a) are also used in the conversational data (cf. Table 19 for an overview of all head act strategies used). [...]

Table 19: Distribution of head act strategies and directness levels in conversational requests.

Directness level	Head act strategy	AmE conversations		BrE conversations	
		n	%	n	%
1	Mood derivable	129	49.6%	103	39.6%
	Obligation statement	31	11.9%	43	16.5%
2	Performative	1	0.4%	4	1.5%
	Want/need statement	7	2.7%	3	1.2%
	Preparatory	53	20.4%	65	25.0%
3	Suggestory formula	28	10.8%	26	10.0%
	Hint	11	4.2%	16	6.2%
<i>Total</i>		<i>260</i>	<i>100.0%</i>	<i>260</i>	<i>100.0%</i>

The overall distribution of head act strategies in the two national varieties is similar. We can observe some differences in the use of mood derivable strategies, with the British group using fewer of these strategies than the American speakers. [...] However, the differences observed are not statistically significant ( $\chi^2(1) = 10.480, p > 0.1$ ).

**Sample 5 (taken from Flöck 2016: 183)**

When comparing the directness levels in all four requestive data sets, this expectation is, indeed, confirmed (see Figure 29). While we find only mild differences in the conversational data set, the distribution of head act directness levels in the DCTs is almost identical. [...]

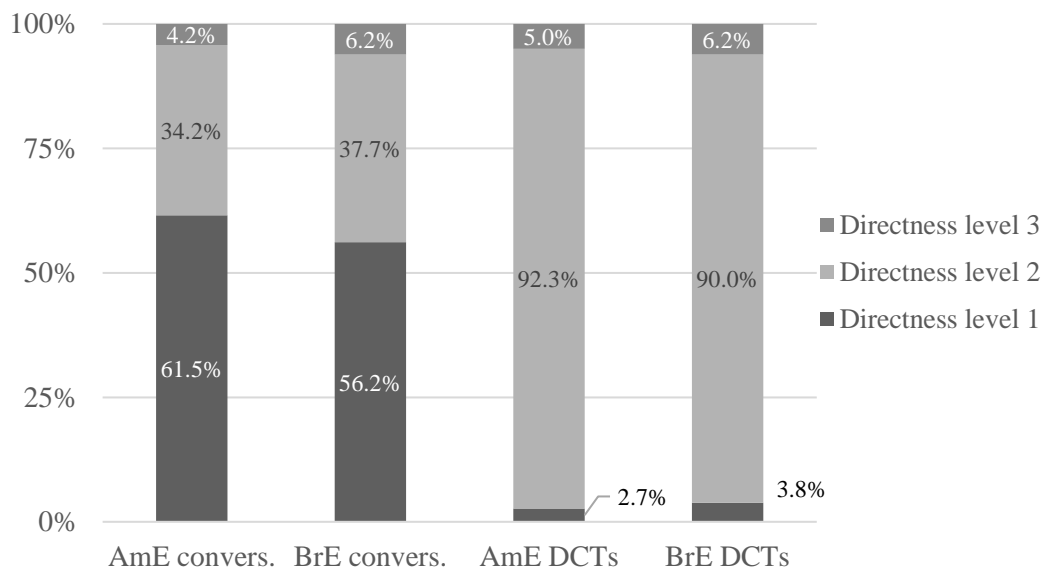


Figure 29: Distribution of directness levels in all data sets.

In the analysis of conversational directness strategies in Section 4.1.3, I have already indicated that the strong preference for the most direct strategies in conversational requests seems to be in line with research conducted on naturally occurring requests but contrasts sharply with findings in DCT-based CCP research.



### 3.5 Examples in the text and object language

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.

Format examples in the following way:

- use italics to indicate object language in your main text: “In English, *the* is the definite article” or “The English regular plural is marked by the morpheme *–s*”
- in a numbered example (as in Sample 6 below), the object language is not set in italics
- continuously number your language examples throughout your paper
- separate examples from the text by a blank line (or increase the spacing before and after the example) and indent them
- refer to your examples by their respective numbers
- indicate the source of the example (i.e. whether it is an example from your own database or from an existing corpus)

#### **Sample 6 (taken from Flöck 2016: 16):**

In Example (1) the inferencing path could be described as such: The hearer H assumes that the speaker S is cooperative and does not perform pointless speech acts. H further knows that his ability to comply with a request is among the constitutive rules for a request. Without assuming H’s ability to comply with a request, it would be superfluous for S to perform the request. Thus, H assumes that by asking about his ability to comply with the request (which H knows S already takes for granted), S intends to request him to wash the cups.

(1) Can you wash those few cups up uhm Rich Stuart (Con\_BrE\_042)

Consequently, the primary illocutionary force of the example in (1) is that of a request while its secondary illocutionary force is that of a question.

When the object language and metalanguage are not the same (e.g. you are writing about German in English), provide translations and glosses for your examples (as in Example 1 below). 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 7 (taken from Hamann 2000: 171)**

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 2000). 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)

### 3.6 Footnotes

Footnotes in linguistics 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.

Format footnotes in the following way:

- font type as in the main text,
- 10pt font size single spacing

- hyphenless justification
- no indentions
- end each footnote with a full stop

### 3.7 Bibliography and appendices

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!).

In an appendix, you can include your questionnaires, data collected or provide additional tables or figures that were too long/ complex for your main text. This is often the case if you write a longer paper like a BA or MA/ MEd thesis. Appendices are optional but if you opt for an appendix, you need to use a different kind of pagination than in your main text. What you often find in linguistic publications is that Roman numbers are used in the appendix (i, ii, iii ...).

### 3.8 Statement of plagiarism

For your paper, you can copy and paste the following passage and use it as your statement of plagiarism:

Hiermit erkläre ich (an Eides statt), 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. (cf. §13a Prüfungsordnung für die Fach-Bachelor- und Zwei-Fächer-Bachelorstudiengänge der Carl von Ossietzky Universität Oldenburg, Allgemeiner Teil, Fassung von 2018)

You need to add the **date** and your **signature**!

## 5. The structure of linguistic 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<sup>1</sup> format: Introduction, Methods, Results, Discussion (cf. Swales 1990), or more specifically, a more differentiated version containing the sections Introduction, Theory, Methods, Results, Discussion and Conclusion.

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<sup>1</sup> Swales, John M. *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press, 1991.

## 5.1 Introduction

In your introductory section you should (cf. Schiavetti & Metz 2006):

- specify the broad ('real-world') relevance of your study
- specify the relevance to your respective scientific field
- discuss the motivation for research (e.g. by identifying a research gap)
- specify the research question(s) you want to answer in your paper
- provide 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.)
- give a short overview of the structure of your paper

## 5.2 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 are expected to **(1) define your dependent variable** (i.e. the linguistic phenomenon you are studying), **(2) define your independent variable(s)** (i.e. the variables that might have an impact on your chosen linguistic phenomenon) and **(3) you need to give an overview of the findings that are relevant for your research question(s)**. It is 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.

## 5.3 Methodology

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:

Table 2: Questions to address in your methodology part.

Questions to address:	How to answer them:
Which instrument/ 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 and what kind of 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. Be careful to be relevant and not overly specific here!

**N.B.:** Just like the theory part, your methodology part also needs references to previous research!

## 5.4 Results and discussion

In the results and discussion section, you present the ‘answer(s)’ to the research question(s). First you show, describe, and analyse the data found in your research. 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! It is your task as an author to explain your results to your readers!

But you do not only need to 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 the studies you referred to in your literature review. Do they agree with or contradict your results? Are your results exceptions to the rule? Explain plausibly any agreements, contradictions, or exceptions. Describe what additional research might resolve contradictions or explain exceptions.

Table 3: Questions to address in your results/ discussion part.

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

**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 separate subsections.

## 5.5 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:

- provide a concise summary of your results
- specify the limitations of your project
- make suggestions for future research (be specific and avoid generic statements such as ‘the database should be extended’)
- explain the relevance of your findings in a broader context

## Bibliography

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## Appendix

### 1. Sample cover page



Carl von Ossietzky University Oldenburg

Institute for English and American Studies

Winter semester 2019/2020

ang617 Language Use, Variation and Change

S Cross-cultural Pragmatics: Investigating Variation in Language Use

Dr. Ilka Flöck

**Apologies in American and British English:  
A contrastive corpus-based study**

Susanne Musterfrau

Registration number ('Matrikelnummer')

Your address

[your.email@uol.de](mailto:your.email@uol.de)

Subject 1 and subject 2

Course of study (e.g. Zweifachbachelor, MEd Gymnasium)



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