

Style sheet for term papers

1. General requirements

Your term paper will be graded according to three aspects:

- **Content** (most important): linguistic competence, selection of linguistic sources, line of argumentation, exemplification of arguments, critical evaluation;
- **Language** (also important): correctness, idiomaticity, technical terminology;
- **Form** (least important, but not to be neglected): formal aspects such as fonts, spacing and margins, paragraph structure, bibliography, citation.

It is of particular importance that your paper is **honest**. In this context, it must be absolutely clear to the reader which sentences give your own thoughts and words and which sentences report someone else's ideas (either as direct quotation or paraphrased in your own words). Don't steal other people's ideas or words – plagiarism of any kind is not a peccadillo and will have serious consequences.

2. Length

- Proseminar (alle Studiengänge): approx. 8 to 10 pages
- Hauptseminar (L1/L2/L5): approx. 10 to 12 pages
- Hauptseminar (Diplom/MA/L3): approx. 16 to 20 pages

3. Title page design

The diagram shows a rectangular box representing a title page with 3 cm margins on all sides. The text is centered within the box. At the top left, a horizontal arrow points right and a vertical arrow points down, both labeled '3 cm'. At the bottom right, a horizontal arrow points left and a vertical arrow points up, both labeled '3 cm'. The text inside the box is as follows:

Title of term paper

University of Giessen
Department of English
SS /WS

Title of the Pro-/Hauptseminar

Instructor: J. Mukherjee

Student's name
Line of studies (Diplom/MA/L1/L2/L3/L5)
Number of semesters in English

4. General formatting

- The term paper must be written in English (please look for any kind of mistakes and infelicities, blemishes and blunders carefully before handing in your paper).
- Leave 3 cm margins on all four sides of all the pages.
- Use Times New Roman script and font size 12pt.
- The whole text should be 1.5-spaced.
- Don't use grouped style; the text should be left-aligned.
- Sections and subsections should be numbered decimally (e.g. 1. Introduction; 1.1. General Issues; 1.2. ...).
- The title page is followed by a Table of Contents.
- Use italics for technical terms and examples in the running text if they themselves are under discussion. Give foreign words (i.e. other than English) always in italics.
- The first line of each new paragraph is indented by 0.5 cm. The exceptions are: the opening lines of the paper and of any new headed (sub)section. Paragraphs should not be marked by extra blank lines.
- Start page numbering on the first text page after the Table of Contents.
- All text pages are to be numbered throughout continuously; page numbers should be in the top right corner.
- Don't forget to give a List of References at the end where you should list all the sources you used (for bibliographical conventions: see section 6).

5. Formatting of running text

5.1. Numbering of examples, figures and tables

All examples should be numbered continuously, e.g.:

- (1) un – friend – li – ness
- (2) Waiter, there's a fly in my soup!

Figures and tables should be numbered (e.g. "Figure 1" or "Table 1") underneath. Figures and tables should be given a brief caption.

5.2. Footnotes and references in the text

Footnotes should be kept to a minimum. Do only use footnotes if you want to give some additional information which is not immediately relevant to the argumentation in the main text. Footnotes, as the term implies, should be placed at the bottom of the specific page. References should follow the conventions of parallel documentation and not be inserted in footnotes. This means that directly after a quotation you should indicate name, year and page of the source in brackets, e.g.: "Morphophonemic rules tend to be exception ridden" (Katamba 1994: 88). Make sure that the reader of your paper can find the entire bibliographical entry in the List of References at the end of your paper (see section 6). If you refer to a source indirectly, i.e. without quoting the exact wording, don't forget to use "cf.", e.g.: There are many exceptions to morphophonemic rules (cf. Katamba 1994: 88). If there are more than two authors, you can use "et al.", e.g.: Indian English is a good example of an interference variety (cf. Quirk et al. 1972: 26).

Quotations of more than three lines are given as a separate paragraph on a new line, indented at the left margin throughout (by 0.5 cm), without any quotation marks and separated from the main text by a blank line before and after the quotation.

5.3. Miscellaneous

- Use either British or American spelling, but not a mixture.
- Avoid sexist language use (e.g. by using plural pronouns where appropriate).

6. List of References

The List of References at the end must contain all the sources you refer to in your paper (and only those). All references must be ordered alphabetically; works by one and the same author should be ordered according to the year of publication; two or more publications by the same author should be distinguished by means of adding a, b, c etc. to the year. Use the following format for monographs, articles in a book and journal articles respectively; note that titles of books and journals are always in italics:

- Aarts, B., G. Nelson & S. Wallis (1999): "Global resources for a global language: English language pedagogy in the modern age", *Teaching and Learning English as a Global Language: Native and Non-native Perspectives*, ed. C. Gnutzmann. Tübingen: Stauffenburg. 273-290.
- Biber, D. (1988): *Variation across Speech and Writing*. Cambridge: Cambridge University Press.
- Gardner, S. (1984): *Parasyntax and the Sentential Level in Axiomatic Functionalism*. PhD thesis, University of St. Andrews.
- Gavioli, L. & G. Aston (2001): "Enriching reality: language corpora in language pedagogy", *ELT Journal* 55, 238-246.
- Ooi, V. (2001): "Investigating and teaching genres using the world wide web", *Small Corpus Studies and ELT: Theory and Practice*, ed. M. Ghadessy, A. Henry & R.L. Roseberry. Amsterdam: John Benjamins. 175-203.
- Pagliuca, W. (ed.) (1994): *Perspectives on Grammaticalization*. Amsterdam: John Benjamins.
- Radford, Andrew (1997a): *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge: Cambridge University Press.
- Radford, Andrew (1997b): *Syntax: A Minimalist Introduction*. Cambridge: Cambridge University Press.
- Schneider, E.W. (2001): "Rev. Douglas Biber et al., Longman grammar of spoken and written English (Harlow: Pearson Education, 1999)", *English World-wide* 22, 137-143.
- Wray, A. & M.R. Perkins (2000): "The functions of formulaic language: an integrated model", *Language and Communication* 20, 1-28.

7. For more details...

..., for example, on how to quote various electronic sources, see:

Standop, E. & M.L.G. Meyer (1998): *Die Form der wissenschaftlichen Arbeit*, 16. Auflage. Wiesbaden: Quelle & Meyer. [UB, Signatur FH all Gv2.3, 16. Aufl.]

8. Sample text page

Below a sample text page is given. It exemplifies many of the formatting standards as specified above.

that parallel corpora are particularly useful for finding out more about cross-linguistic correspondences in all their complexity at the level of lexicogrammar. Especially sentence-aligned versions make it possible to identify the range of lexical and grammatical equivalents between source language and target language and to analyse their probability of occurrence.

3.1. Comparing learner corpora and native corpora

When it comes to the comparison of learner corpora and native corpora, four dimensions of learner-language infelicities can be identified. According to Granger (1998) and de Cock (2000), these dimensions refer to learners' *overuse* of linguistic forms, their *underuse* of linguistic forms, their *misuse* of linguistic forms, and their use of so-called *learner-idiosyncratic forms*. These dimensions are defined in Table 9. In this table, some examples of each of the four dimensions in the field of adjective intensification are given, all of which are taken over from Lorenz (1999).

dimension	examples (=> adjective intensification)
overuse: learners use linguistic forms significantly more often than native speakers	really + ADJ (e.g. <i>really big/great/important/interesting</i>) learner corpus: 85.0 instances per 200,000 words native corpus: 16.6 instances per 200,000 words
underuse: learners use linguistic forms significantly less frequently than native speakers	particularly + ADJ (e.g. <i>particularly difficult/useful</i>) learner corpus: 1.5 instances per 200,000 words native corpus: 18.8 instances per 200,000 words
misuse: learners use English forms wrongly (e.g. due to interference)	maximizer + ADJ (overextension to non-gradable adj.) e.g. <i>?absolutely silly</i> (< Germ. <i>total blöd?</i>) e.g. <i>*totally damaged</i> (< Germ. <i>Totalschaden?</i>)
learner-idiosyncratic forms: learners use linguistic forms that do not exist in English	a + too + ADJ + N e.g. <i>*make us realize the danger of a too rapid progress</i> e.g. <i>*this is a too complex problem</i>

Table 9: Dimensions and examples of learner-language deviations from the native norm.

Learner corpora open up new perspectives on the large-scale description of various stages of interlanguage. Thus, they are useful resources for research into second language acquisition, and they represent a powerful and unprecedented tool for educational practitioners too. It is