

Guidelines for Academic Writing and Formatting a Term Paper and Bachelor/Master Thesis

(Version: February 2023)

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All term papers in EFL Education must be written in English. They must be submitted on time, in printed and electronic form. Form and contents must meet the guidelines specified below (for further information on the evaluation criteria, please refer to the last page of this document). Term papers must be accompanied by a signed declaration of originality (*Versicherung an Eides Statt*, see 1.6).

Including footnotes, but not counting the cover page, table of contents, references and appendix, term papers must meet the requirements specified in the examination regulations. Papers which are too short or too long will not be accepted. The general guideline for papers in the new B.A. LA/M.Ed. programmes is explained below:

- M.Ed. Thesis: 50 pages / 150,000 characters (incl. space characters)
- B.A. LA Thesis: 20–30 pages / 50,000-75,000 characters (incl. space characters)
- Term Papers in B.A. LA: 8–10 pages

1. Page Layout

Before you start writing on a word processor, format your document according to the following guidelines.

TIP

If you print your paper elsewhere, e.g. at a copy shop, save it as a PDF to avoid undesired alterations in other programme versions.

1.1 Basics

- Paper size: DIN A4, one-sided.
- Page margins: 3 cm each left and right, 2.5 cm each top and bottom.
- Font: 12 pt Times New Roman for the text, 14 pt bold Times New Roman for headings, 13 pt Times New Roman for subheadings, 10 pt Times New Roman for footnotes.
- Line spacing: in running text 1.5, in footnotes 1.0
- Line spacing in headings: same spacing in headings of the same level, i.e. double-spacing (2.0) in headings of chapters 2, 3, 4, ... but 1.5-line-spacing in subheadings such as 2.1 and 2.2.
- No page break between chapters.

- The choice of text format must be justified (*Blocksatz*). If needed, use a hyphenation programme or hyphenate manually at the right-hand margin to avoid loose lines.
- Indentation: the first paragraph after a heading is not indented; all other paragraphs begin with a 1.25 cm indentation which sets them apart from the previous paragraph.
- Avoid leaving the first line of a new paragraph at the bottom of a page, or the last line of a paragraph at the top of a page.
- The page count starts with chapter 1; there are no page numbers on the cover page, the table of contents or the declaration of originality.

1.2 Title Page

Top left

- Name of the university and department
- Term when the seminar took place
- Title of the seminar
- Name of the lecturer

Centre

- Title (and subtitle) of the paper (clearly stating the central topic)
- Module and text type (e.g. Module FD1.2 term paper)

Bottom right

- Your name and matriculation number
- Course of studies and semester (when you took the seminar)
- University e-mail address
- Date of submission

University of Duisburg-Essen
Department of Anglophone Studies
EFL Education
Winter Term 2022
Seminar: Teaching English as a Foreign Language II
Lecturer: Prof. Dr. Maxi Musterperson

Teaching the Film *Ae Fond Kiss* ... in the Secondary EFL
Classroom: Analysing Potentials for the Transcultural and
Intercultural Learning
(Module FD 1.2)

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1.3 Table of Contents

The table of contents is placed on a separate page after the title page and contains the headings of the different chapters and subchapters of the paper plus the corresponding page numbers, as seen below (no page ranges; dot leaders are optional). You can choose

to capitalise the content words (nouns, verbs, adjectives, etc.) or not, but whatever your choice, be consistent. Both the chapter and page numbers are written in Arabic numerals.

Table of Contents

1.	Introduction	1
2.	Principles of EFL Education at Secondary Level I	2
3.	The Potential of Films in Secondary EFL Education	3
4.	Intercultural & Transcultural Learning in the Secondary EFL Classroom	4
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5.1	The Film <i>Ae Fond Kiss</i> in Secondary EFL Education	6
5.2	Potential for Inter-/Transcultural through <i>Ae Fond Kiss</i>	7
5.3	Exemplary Teaching Sequences for <i>Ae Fond Kiss</i>	8
6.	Conclusion	9
7.	References	10
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	Appendix: A	10
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1.4 List of References

This part comprises all references used in your term paper. Make sure you continue with 1.5-line spacing. All references need to be listed alphabetically. Create a hanging indent of 1.25cm for all references (*hängender Einzug*, see Appendix).

1.5 Appendices

This part of the paper/thesis includes all your research instruments, collected data and tables/graphs; screenshots, pictures, text book pages, etc., that you did not put in the main text, but reference in the main text. You can have several appendices. Make sure they are all numbered by capital letters (Appendix A, Appendix B, ...). Even though the appendices are numbered, the overall section in your paper does not get a chapter numbering.

1.6 *Versicherung an Eides Statt*

At the end of the paper, the following text must be included and signed. Since this is not part of your paper, it does not have a page number and you need not mention it in the table of contents.

VERSICHERUNG AN EIDES STATT

Ich, (Vorname, Name, Matr.-Nr.)

versichere an Eides Statt durch meine Unterschrift, dass ich die vorstehende Arbeit selbständig und ohne fremde Hilfe angefertigt und alle Stellen, die ich wörtlich oder annähernd wörtlich aus Veröffentlichungen entnommen habe, als solche kenntlich gemacht habe, mich auch keiner anderen als der angegebenen Literatur oder sonstiger Hilfsmittel bedient habe.

Ich versichere an Eides Statt, dass ich die vorgenannten Angaben nach bestem Wissen und Gewissen gemacht habe und dass die Angaben der Wahrheit entsprechen und ich nichts verschwiegen habe.

Mir ist bekannt, dass im Falle von Zuwiderhandlungen diese Zuwiderhandlungen aktenkundig gemacht werden, die vorgelegte Arbeit mit 5,0 bewertet wird, ich von der Teilnahme an weiteren Prüfungen des Instituts ausgeschlossen oder exmatrikuliert werden kann, und gem. § 92 Abs. 7 Satz 3 des Hochschulgesetzes NRW eine Geldbuße von bis zu 50.000 € verhängt werden kann.

Ebenfalls ist mir die Strafbarkeit einer falschen eidesstattlichen Versicherung bekannt, namentlich die Strafandrohung gemäß § 156 StGB bis zu drei Jahren Freiheitsstrafe oder Geldstrafe bei vorsätzlicher Begehung der Tat bzw. gemäß § 161 Abs.1 StGB bis zu einem Jahr Freiheitsstrafe oder Geldstrafe bei fahrlässiger Begehung.

Ort, Datum

Unterschrift

2. Citation Practices

2.1 Italics, Quotation Marks and Brackets

Use the correct style and typographical conventions right from the start.

USE OF ITALICS

- Foreign words
The *Abitur* is the highest graduation from school in Germany.
- Titles of independent publications (books, reports, webpages, and other stand-alone works, see appendix)
Müller-Hartmann, A. & Schocker-v. Ditfurth, M. (2015). *Introduction to English Language Teaching*. Stuttgart: Klett.
- Titles of periodicals (but not articles in journals or edited volumes, see appendix)
- English letters used as statistical symbols or algebraic variables, e.g. *M*, *SD*, Cohen's *d*
- anchors of a scale (but not the associated number), e.g. ranged from 1 (*poor*) to 5 (*excellent*)

Please use English (“...”), not German („...“) quotation marks. Use double quotation marks for short verbatim quotations (fewer than 40 words, see 2.2) and single quotation marks for quotations within quotations (see below).

USE OF SINGLE QUOTATION MARKS

Quotations within quotations

“In the process the learner does not lose this competence, but ‘becomes plurilingual and develops interculturality’” (The Council of Europe 2001, p. 45 in Müller-Hartmann & Schocker-v. Ditfurth, 2015, p. 18).

2.2 Quotations

All sources must be specified clearly, not just at the end of your paper in the bibliography, but by a reference in the body of the text. Bear in mind that using information without acknowledging it is **plagiarism**, which is intellectual theft and a criminal offence. Any student found guilty of it will automatically fail the course in question, with possible further punishments as stated in the *Versicherung an Eides Statt* (see 1.6).

Short verbatim (direct) quotations (fewer than 40 words, as in example (1a)) are set in double quotation marks and are incorporated in the running text. They are accompanied by a short reference in the form: (author(s), date of publication, page number). **Do not put these references in footnotes.** Footnotes are reserved for additional information¹. Reformulated and paraphrased ideas (indirect quotations) must also be indicated by giving the reference (as in (1b)).

SHORT QUOTATIONS

- (1a) “In creative writing, students rather produce texts that have an aesthetic value” (Kirchhoff, 2018, p. 127).
or: According to Kirchhoff (2018), “[i]n creative writing, students rather produce texts that have an aesthetic value” (p. 127).
- (1b) Teachers have certain expectations of what constitutes a good language learner (Müller- Hartmann & Schocker-v. Ditfurth, 2015, p. 34).

Longer quotations are separated from the text and indented 1.25cm from the left margin, without quotation marks, as seen in (2a). Continue to use 1.5-line spacing.

LONG QUOTATIONS

- (2a)
The claim that monolingualism is the norm is wrong, because
all humans possess the capacity to learn several languages. An adequate theory of language competence, use and acquisition must be able to account for this, rating multilingualism, rather than monolingualism, as the default cause. (Hammarberg, 2010, p. 92)
This applies to schools as well, where multilingualism in students is common and needs to be acknowledged by teaching staff.

If you quote the same source repeatedly in the same paragraph, always give a complete in-text reference, as seen in (2b). If the source is the same but the page is different, indicate the new page number as seen in (2c). Please note that the abbreviation “ibid.” (to indicate that you are quoting the same source as before) is not used in APA Style.

¹ A brief note on footnotes: footnotes are numbered consecutively. You do not have to have footnotes in your paper, but if you do, they should contain additional information which is too long to include in the running text, e.g. further aspects, arguments or references that might interest the reader.

QUOTING FROM THE SAME SOURCE

- (2b) In second language learning, there are differences between children and adults (Lightbown & Spada, 2013, p. 38). There are cognitive, attitudinal as well as cultural differences between young and adult learners (Lightbown & Spada, 2013, p. 38).
- (2c) The students' learning preferences have an influence on the strategies that learner will use in an EFL setting (Müller-Hartmann & Schocker-v. Ditfurth, 2015, p. 36). There are differences between “affective strategies, social strategies, cognitive strategies, metacognitive strategies, compensatory or communicative strategies” (Müller-Hartmann & Schocker-v. Ditfurth, 2015, p. 37).

Sometimes you might want to adapt the quoted text to make it fit into your own text. Any changes or omissions have to be marked with square brackets, as seen in example (3), including any insertions you make.

ADAPTATIONS

- (3) Original text: Teachers need to be aware of these context factors and have to find ways to create a relaxed, supportive, low stress atmosphere where students are not afraid...
Adapted text, for example: Müller-Hartmann & Schocker-v. Ditfurth (2015) state that “[t]eachers need to [...] find ways to create a relaxed [...] atmosphere” (p. 63).

Always try to quote from the original source. If there is an English original that you can get hold of, do not quote from a translated version. Long quotations from languages other than English can be included with an English translation in a footnote (as in (4a)). Try to avoid short quotations in other languages, as it can disrupt the reading flow. Rather, paraphrase the section in English or, if you must, translate the short quotation to English (as in (4b)).

QUOTATIONS FROM OTHER LANGUAGES

- (4a) The curriculum for teaching English in North Rhine-Westphalian primary schools highlights the importance of English learning for a multilingual society:
[Der Englischunterricht] entwickelt die Möglichkeiten der Schülerinnen und Schüler weiter, in ihren durch sprachliche und kulturelle Vielfalt bestimmten

Lebenswelten zu handeln und sich mit der Vielfalt der Kulturen innerhalb und außerhalb des eigenen Landes auseinander zu setzen.¹ (MSB, 2008, p. 5)

¹ English learning provides the opportunity for students to participate in their linguistically and culturally diverse living environments and to deal with the diversity of cultures within and outside their country.

(4b) The English language acts as a “model for language learning in general” (MSB, 2008, p. 5; transl. by MM) for primary students.

To denote incorrect or unconventional spelling or grammar in the original source, you can insert [sic] (i.e. Latin ‘so/like this’) in order to show that you did not make a mistake (as in (5)).

INDICATING MISTAKES

(5) “The Monitor Model been [sic] challenged by [...] researchers and theorists” (Lightbown & Spada, 2013, p. 107).

2.3 Examples, Tables and Figures

Similar to quotations, the source must be specified for all examples, tables and figures. Examples (especially longer ones) are separated from the running text, numbered consecutively, and aligned with spaces or tabs; the same applies to listings, as seen in (6).

QUOTING LISTS

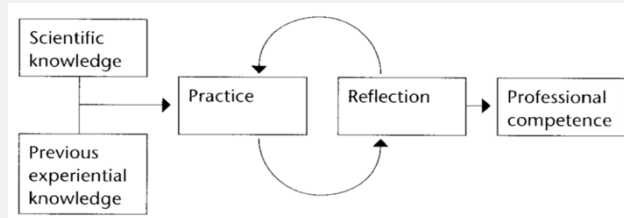
- (6) According to Freitag-Hild (2018), transculturality has a number of characteristics:
- Inner differentiation
 - Polyphony
 - Cultural complexity
 - Hybridity
 - External networking
 - Entanglements with other cultures (p. 166).

Tables and figures are numbered consecutively and formatted alike. The number of each figure appears in bold type at the top. Insert a descriptive title including the source below. Capitalise the figure title in italics.

QUOTING FIGURES/TABLES

Figure 1

The Reflective Model (Müller-Hartmann & Schocker-v. Ditfurth, 2015, p. 14)



This style sheet is far from being comprehensive. In case you have questions on

TIP

any issue not covered above, please consult one of the following sources:

- <https://apastyle.apa.org>
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

3. Checklist for Term Papers, Bachelor’s Theses and Master’s Theses

This checklist helps you identify any flaws before handing in the final version of your term paper or thesis.

Structure

- Your research focus, as stated in your research question, should be reflected in your table of contents.
- You explicitly mention your research question in your term paper (e.g., in the introduction).
- The cover page of your paper includes all required information and contact details.
- Your paper includes a table of contents (with correct page references), an Appendix (if applicable) and the *Versicherung an Eides Statt*.

Quoting and referencing

- You have indicated all direct and indirect quotes appropriately.
- Your in-text citations and references are formatted according to [APA Style](#).
- You list all sources you refer to throughout your paper in your references – and vice versa.

Language

- You have checked your paper for language and style (e.g., spelling mistakes and accuracy).
- Your writing is academic and precise in style.
- When referring to central concepts in EFL education, you use appropriate technical terminology.
- Your paper is written in English except for quotes and terms that cannot be translated (e.g., curricula).

Page layout and format

- Your page layout is formatted according to the guidelines (e.g., line spacing and page margin).
- If your paper includes figures or tables, make sure they are numbered consecutively and captioned in the running text.

Criteria applying to Bachelor’s theses & Master’s theses in particular

- The data (for example, audio files, transcripts or students’ results) you collected throughout the research process are attached to your thesis (either as a hard copy or as digital files).

Appendix: Example In-Text and Bibliography Citations

	In the text	In the bibliography
Monograph (1 author)	(Busch, 2017, p. 112)	Busch, B. (2017). <i>Mehrsprachigkeit</i> . utb.
Monograph (2 authors)	(Butzkamm & Caldwell, 2009, p. 2)	Butzkamm, W. & Caldwell, J. A. W. (2009). <i>The Bilingual Reform: A Paradigm Shift in Foreign Language Teaching</i> . Narr Francke Attempto Verlag.
Monograph (3 or more authors)	In the first citation: (Dehn, Oomen-Welke, & Osburg, 2012, p. 68) In all following citations: (Dehn et al., p. 75)	Dehn, M., Oomen-Welke, I., & Osburg, C. (2012). <i>Kinder & Sprache(n). Was Erwachsene wissen sollten</i> . Klett Kallmeyer.
Collection / Anthology / Edited volume (<i>Sammelband</i>)	(Caspari et al., 2016, p. 3)	Caspari, D., Klippel, F., Legutke, M. K., & Schramm, K. (Eds.) (2016). <i>Forschungsmethoden in der Fremdsprachendidaktik. Ein Handbuch</i> . Narr Francke Attempto Verlag.
Contributions to collections	(Volkman, 2016, p. 234)	Volkman, L. (2016). Hermeneutische Verfahren. In D. Caspari, F. Klippel, M. K. Legutke & K. Schramm (Eds.), <i>Forschungsmethoden in der Fremdsprachendidaktik. Ein Handbuch</i> (pp. 229-242). Narr Francke Attempto Verlag.
Several works by the same author	(Mehlhorn, 2011a, p. 203) (Mehlhorn, 2011b, p. 130)	Mehlhorn, G. (2011a). Russisch und Mehrsprachigkeit. Implikationen für den Fremdsprachenunterricht. In G. Mehlhorn & C. Heyer, (Eds.), <i>Russisch und Mehrsprachigkeit. Lehren und Lernen von Russisch an deutschen Schulen in einem vereinten Europa</i> (pp. 199-219). Stauffenberg Verlag. Mehlhorn, G. (2011b). Slawische Sprachen als Tertiärsprachen – Potenziale für den Sprachvergleich im Fremdsprachenunterricht. In B. Rothstein (Ed.), <i>Sprachvergleich in der Schule</i> (pp. 111-136). Schneider Verlag Hohengehren.
Article in a journal	(Polinsky, 2015, p. 10)	Polinsky, M. (2015). Heritage languages and their speakers: state of the field, challenges, perspectives for future work, and methodologies. <i>Zeitschrift für Fremdsprachenforschung</i> , 26(1), 7–29.
Textbook	(Gerngross & Puchta, 2009, p. 41)	Gerngross, G., & Puchta H. (Eds.). (2019). <i>Playway to English 4</i> (2nd ed.). Cambridge University Press.
Newspaper article	(Kerstan, 2008)	Kerstan, T. (2008, December 12). No Murks, please. Stoppt den Fremdsprachenunterricht an Grundschulen! <i>Zeit Online</i> . https://www.zeit.de/2008/52/C-Seitenhieb-52
Electronically published article (URL)	(Blume, 2021, p. 190)	Blume, C. (2021). Inclusive digital games in the transcultural communicative classroom. <i>ELT Journal</i> , 75(2), 181–192. https://doi.org/10.1093/elt/ccaa084

Curriculum	(Ministerium für Schule und Bildung des Landes NRW Nordrhein-Westfalen [MSB], 2014, pp. 5-6); as of the second quotation: (MSB, 2014, pp. 7-8)	Ministerium für Schule und Weiterbildung des Landes Nordrhein-Westfalen. (2014). <i>Kernlehrplan für die Sekundarstufe II Gymnasium/Gesamtschule in Nordrhein-Westfalen. Englisch</i> . Düsseldorf.
Movie	(Haggis, 2004)	Haggis, P. (Director). (2004). <i>Crash</i> [motion picture]. Lionsgate Films.
TV series	(Sherman-Palladino & Palladino, 2017-present)	Sherman-Palladino, A., Palladino, D. (Executive Producer). (2017-present). <i>The marvelous Mrs. Maisel</i> [TV series]. Dorothy Parker Drank Here Productions; Picrow, Amazon Studios.
TV series episode	(Sherman-Palladino, 2018) or (Sherman-Palladino, 2018, 00:15:30-00:18:14)	Sherman-Palladino, A. (Writer & Director). (2018, December 5). All alone (Season 2, Episode 10) [TV series episode]. In A. Sherman-Palladino, D. Palladino, D. Gilbert, M. Shapiro, S. Carino, & S. Lawrence (Executive Producers), <i>The marvelous Mrs. Maisel</i> . Dorothy Parker Drank Here Productions; Picrow; Amazon Studios.
Online resource (e.g. video clip)	(BildungsTV, 2014)	BildungsTV. (2014, November 25). <i>Dr. Hilbert Meyer: Was guten Unterricht ausmacht</i> [Video]. YouTube. https://www.youtube.com/watch?v=_4kPq5vhEHc&t=733s
Online teaching resource (e.g. worksheet)	(Jimmy, 2020)	Jimmy, M. (2020, February 12). <i>ESL Reading Comprehension Worksheet: Playing Football (Beginner-Elementary)</i> . JimmyESL. https://jimmysl.com/material/football-worksheet-for-beginners-esl-reading-comprehension/
Picture books and other illustrated references with illustrator different from author	(Oz, 2020, p. 5)	Oz, S. (2020). <i>I Am Whole</i> . (S. Annisa, Illus.). Nielsen.

For online publications, include a retrieval date only if the work is unarchived and designed to change over time. Most references do not include retrieval dates. When a retrieval date is needed, use the following format:

Retrieved [Date], from [URL]

Example:

Beywl, W. (2022, April 16). *Schulbildung: Auf in die Qualitätsspirale*. Zeit Online.

Retrieved May 18, 2022 from <https://www.zeit.de/2022/16/schulbildung-hattie-studie-lehrkraefte-evaluation-lernerfolg>