

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

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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 0).

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 / 12,000-15,000 characters (incl. space characters)

## 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, 10 pt Times New Roman for footnotes.
- Line spacing: in running text 1.5, in footnotes 1.0
- Spacing before and after headings: same spacing for headings of the same text level, e.g., two 12 pt spaces before chapters 2, 3, 4, ... but only one 12 pt space before subsections 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 0.5, 0.75 or 1.0 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

University of Duisburg-Essen  
 Department of Anglophone Studies  
 EFL Education  
 Summer Term 2018  
 Seminar: Assessment in Theory and Practice  
 Lecturer: Prof. Dr. Maxi Mustermann

Teaching the Film *Ae Fond Kiss*... in the  
 Secondary EFL Classroom: Analysing  
 Potentials for Transcultural and  
 Intercultural Learning  
 (Module FD1.2)

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## 1.3 Table of contents

The table of contents 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). 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.....                    | 5  |
| 5. Analysing the potential for inter-/transcultural learning with the film <i>Ae Fond Kiss</i> 7 |    |
| 5.1 The film <i>Ae Fond Kiss</i> in secondary EFL education .....                                | 8  |
| 5.2 Potential for inter-/transcultural learning through <i>Ae Fond Kiss</i> .....                | 8  |
| 5.3 Exemplary teaching sequences for <i>Ae Fond Kiss</i> .....                                   | 9  |
| 6. Conclusion .....  | 10 |
| 7. References.....   | 11 |
| Appendix .....   | 12 |

## 1.4 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 (shorter than three lines, see 2.2).

#### 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. However, do not insert a reference after each sentence. 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 0).

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 information<sup>1</sup>. Reformulated and paraphrased ideas (indirect quotations) must also be indicated by giving the reference (as in (1b)). Here, including page numbers is not necessarily required, however, it is best practice to do so when referring to part of a work.

#### 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 0.5 inches from the left margin, without quotation marks, as seen in (2a). Continue to use double-line spacing.

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<sup>1</sup> 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.

## LONG QUOTATIONS

- (2a) The claim that monolingualism is the norm is wrong, not least 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, treating multilingualism, rather than monolingualism, as the default cause. (Hammarberg, 2010, p. 92)

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.

## 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. Quotations from languages other than English can be included. If you do so, make sure that you provide a translation.

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 (4)).

## INDICATING MISTAKES

- (4) “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) should be separated from the running text, numbered consecutively and aligned with spaces or tabs; the same applies to listings, as seen in (5).

### QUOTING LISTS

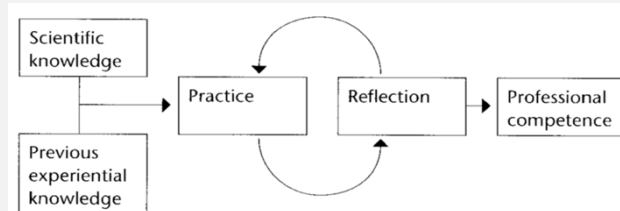
- (5) According to Freitag-Hild (2018), transculturality has a number of characteristics:
- Inner differentiation
  - Polyphony
  - Cultural complexity
  - Hybridity
  - External networking
  - Entanglements with other cultures (p. 166).

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. Use a double-spaced line to separate the figure title from its number. Capitalise the figure title in italics.

### QUOTING FIGURES/TABLES

#### **Figure 1**

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



#### TIP

This style sheet is far from being comprehensive. In case you have questions on 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](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## Appendix

|  | In the text   | In the bibliography   |
|--|---|---|
| Monograph<br>(1 author)                | (Busch, 2017, p. 112)   | Busch, B. (2017). <i>Mehrsprachigkeit</i> . Wien: utb.  |
| Monograph<br>(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> . Tübingen: Narr Francke Attempto Verlag.  |
| Monograph<br>(3 or more authors)       | In the first citation:<br>(Dehn, Oomen-Welke, & Osburg, 2012, p. 68)<br>In all following citations:<br>(Dehn et al., p. 75) | Dehn, M., Oomen-Welke, I., & Osburg, C. (2012). <i>Kinder &amp; Sprache(n). Was Erwachsene wissen sollten</i> . Seelze-Velber: Klett Kallmeyer.   |
| Collections                            | (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> . Tübingen: 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). Tübingen: Narr Francke Attempto Verlag.   |
| Several works by the same author       | (Mehlhorn, 2011a, p. 203)<br>(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). Tübingen: Stauffenberg Verlag.<br>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). Baltmannsweiler: 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.   |
| Newspaper article                      | (Kerstan, 2008)   | Kerstan, T. (2008). No Murks, please. Stoppt den Fremdsprachenunterricht an Grundschulen! <i>Zeit Online</i> (17.12.2008). Retrieved from <a href="http://pdf.zeit.de/2008/52/C-Seitenhieb-52.pdf">http://pdf.zeit.de/2008/52/C-Seitenhieb-52.pdf</a>   |
| Electronically published article (URL) | (Schmelter, 2010, p. 20)  | Schmelter, L. (2010). (K)eine Frage des Alters - Fremdsprachenunterricht auf der Primarstufe. <i>Zeitschrift für Interkulturellen Fremdsprachenunterricht</i> , 15(1), 26-41. Retrieved from <a href="http://zif.spz.tu-darmstadt.de/jg-15-1/docs/Schmelter.pdf">http://zif.spz.tu-darmstadt.de/jg-15-1/docs/Schmelter.pdf</a>  |
| Movie                                  |   | Cheadle, D. & Haggis, P. (2004). <i>Crash</i> [motion picture]. USA: Lionsgate Films.   |