



# Style sheet for papers in English Linguistics

(Version: June 2025)

Course title  
Semester  
Lecturer/Instructor

First and last name  
Matriculation number  
Study code (Studienkennzahl)  
E-mail address  
Date of submission

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## 1. Introduction

This style sheet is intended to help you appropriately compose and layout a paper in linguistics.<sup>1</sup> We will introduce you to all requirements pertaining to formatting, sectioning, quoting and references. In fact, with regard to formatting, this document itself follows our guidelines throughout, so use it as a template. If you have any questions or concerns, please be sure to check with your lecturer/instructor.

## 2. Preliminaries

### 2.1. Structure of your thesis

We recommend the following rough structure of a linguistics paper:

**Table 1. Recommended structure for a linguistic thesis.**

1.	Introduction
2.	Literature review
2.1.	
2.2.	
...etc.	
3.	Methods and data
4.	Analysis
4.1.	
4.2.	
...etc.	
5.	Conclusion
	References
	Appendix

Note: A reader should be able to get the gist of what you are writing about by looking at your table of contents; so, choose concise wordings. Your chapter/section titles as given in the table of contents **must be identical** with the respective counterparts in your body text.

### 2.2. Page formatting

The main part of your paper should contain approximately 3,500 words (for proseminars) or approximately 7,500 words (for (pro)seminars; unless specified otherwise in class).

Papers should be on DIN A4 paper with printing on one side only (but you may use both sides of the paper for environmental reasons, if you wish). Do not make your margins too large

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<sup>1</sup> This document is based on a style sheet originally compiled at the University of Vienna, following mostly APA guidelines.

or too narrow: left and right margins should be between 2 and 3 cm. If your work is going to be bound (e.g. for a thesis or dissertation), be sure to leave the left margin wide enough to allow for binding (approximately 4 cm). Use a hyphenation program or hyphenate manually at the right-hand margin to avoid loose lines. 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.

Use a line spacing of 1.5 or 2 for the main body of the text so the reader has a smoother time processing the contents of your paper. Only footnotes, long quotations, and the references must be single spaced. With the exception of tables, the main body of the text must be fully justified (*Blocksatz*). Choose a common, normal type font such as Times New Roman, font size 12 (or Calibri font size 11). Footnotes should be in a size 10 font (or 9 in Calibri, respectively).

Finally, all pages should be consecutively numbered (1, 2, 3...), **beginning with the page that contains the Introduction** (i.e. you are not counting the Title page or the Table of contents page). Pages preceding the introduction are numbered with lower-case Roman numerals (i, ii, iii, iv...), if there are more than two pages.

Overall, the sections of the paper should be arranged in the following order: table of contents, main text, references (bibliography), appendix (if applicable). The references and the appendix are not numbered.

### 2.3. Spelling

Your paper may be written in British or American English. However, once you have made your choice, stick to it and be consistent. If your computer has a spell-checker, set it for either British or American English, and use it. You can find this feature under 'Extras', or in the bar at the bottom of the window in newer versions. Be sure to proofread your paper carefully, as the spell-checker will not catch all of your errors. Should you discover any errors after the final printing and before your submission, you may correct them by hand and neatly in ink.

### 2.4. Title page

The title page contains basic information about the (pro)seminar (title of the course, semester, (e.g. SS 2025) and name of the lecturer/instructor) as well as your name, matriculation number, and study code (*Studienkennzahl*). The title of the paper may be printed in a large font size (30-36) and may be fully centered.

## **2.5. Table of contents**

The table of contents lists all the headings of chapters and subchapters of your paper with the corresponding page numbers.

In titles and headings, lexical words (nouns, verbs, adjectives, etc.) are capitalized. Please make sure that you use the very same headings in the table of contents as in the text. Check again before submitting your paper, especially if you made any last-minute changes to your headings.

Do not mix up Roman and Arabic numerals. Stick to one style, preferably Arabic numerals. This page should display the title ‘Table of contents’ at the top. Leave a few lines and then begin to list the contents: section titles on the left, the pages on which the sections begin on the right. (See the Table of contents page of this stylesheet above for an example.) The references (or ‘sources cited’) and any appendices are also included in the table of contents.

## **2.6. Styles and templates**

Working with Styles (*Formatvorlagen*) in Microsoft Word may seem time-consuming at first, but is recommendable on the long run, as it will save you a lot of work later if you decide to change any formatting details. It will also allow you to automatically generate tables of contents, tables of references, etc.

## **3. Features of the body text**

### **3.1. Paragraphing**

In general, you should follow the rule of ‘one idea, one paragraph’. Each paragraph should begin with a topic sentence summarizing the main point or idea that will be treated in the paragraph. Try to logically link one paragraph to the next. Avoid paragraphs of only one or two sentences.

There are two methods of indicating a new paragraph. In the first method, you indent the first line of every new paragraph to mark it visually, as below. This can be set under the paragraph feature (Format – Absatz – Einzug) in programs like Microsoft Word. Note that the style sheet you are reading right now follows this first option.

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Alternatively, you leave a space after each paragraph, which should be 6 pt or larger. This can also be set in the formatting menu (Format – Absatz). There is no indentation in this option.

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Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

### **3.2. Sectioning**

Your work should be divided into clearly marked sections in order to make the organization and structure clear to your reader. Each section must have a numbered heading, beginning with 1. (which is usually the introduction). Each section may then have sub-sections, which should be numbered as 1.1., 1.2., etc. You can even insert sub-sub-sections. These are then numbered 1.1.1., 1.1.2., 1.1.3., etc. However, only employ these numberings if there is more than one sub-sub-section per sub-section. Each sub-section focuses on a specific aspect of the topic indicated by the section title.

### **3.3. Citing and quoting**

Do not copy, copy-paste or translate texts (or fragments thereof), diagrams, drawings, etc. from printed or internet sources without giving the appropriate reference. When you use someone else's ideas in your text, you must indicate the source – even if you are paraphrasing that person's idea/work in your own words. However, there is no need to provide all the bibliographical details on this source in the body text, as these can be found in the reference section at the end of your paper. Instead, you provide three pieces of information: the author's last name, the year of publication, and the page number(s). This information appears within the

body text in brackets: e.g. (Smith 2001: 34). If you already mentioned the author's name in the running text, there is no need to repeat it: Miller (1992: 334-5) argued that XXX.

Citations of books or articles by more than one author take the form (Blank & Jones 2002: 13) or (Müller, Meier & Schmidt 2003: 13).<sup>2</sup> For works with more than three authors, the name of the first author plus 'et al.' is used (Adamson et al. 1985: 45). When a citation refers to a work consisting of more than one volume, the form (1976, 1: 210) is used. Reprint editions are cited as follows: (Atwood [1998]: 70) or, if it is important that the original date of publication is included in the text, like this: (Gablentz 1972 [1998]: 70). Use initials or first names (Baker, A. 1988: 135) only when you need to distinguish two or more authors with identical last names who have works published in the same year.

If possible, try to avoid citing works indirectly, i.e. 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. If there is really no way around an indirect quote, these citations take the form (Britton 1970: 163, quoted in (or: referred to in) Singleton 1999: 47). In this case, **both sources** must be listed in the references.

Verbatim (i.e. word-for-word) quotations can be integrated in two basic formats: if the quote is short (fewer than approximately 50 words), it is included in the main body of the text and enclosed within double quotation marks, e.g.:

- (1) Globally, a precise definition of who is or is not bilingual is “essentially elusive and ultimately impossible” (Baker 2001: 15).

In the popular view, bilingualism is often held to mean the ability to speak two languages perfectly. This interpretation is mirrored by Bloomfield, who defines bilingualism as “the native-like control of two languages” (1933: n.p.; cited in Baker 2001: 6).

If the quote is longer than 3 lines, it is presented as a separate paragraph, with each line indented about 2 cm from the left margin and the font 1 pt smaller than usual; the line spacing for the quote is single, and the quote is not enclosed in quotation marks, e.g.:

- (2) William James (1972: 52) describes this very aptly:

We are practical beings, each of us, with limited functions and duties to perform. Each is bound to feel intensely the importance of his own duties and the significance of the situations that call these forth. But this feeling is in each of us a vital secret, for sympathy with which we vainly look to others.

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<sup>2</sup> In the running text, replace the ampersand <&> with *and*.



All quotations should follow the original text exactly – in wording, spelling and punctuation. Any additions or changes that you make should be indicated by square brackets [like this]. Indicate omissions by ellipsis points with brackets: [...], e.g.:

- (3) “[M]odern linguistics has no direction whatsoever”, according to Podborsky (1994: 13). Minsky (1955: 666) states that “Podborsky’s hostility to modern linguistic theory is [...] an unfounded, personal opinion”.

If you use quotations from languages other than English or German in the text, give the quote in the original language first and then enclose the translation in square brackets. If the quote is longer, give your translation in brackets and add (translation: mine).

If you quote examples, use the following information for the in-text citations:

**Book or article:** quotation as above

**Corpus:** abbreviated name of corpus, filename, line number if applicable (see Section 4.4).  
E.g. (*LC*, lawb1723)

**Multimedia:** abbreviated title and time reference (see section 4.5). E.g. (*Rain Man*, 03:22 – 03:27) or (*Friends*, S01E02, 04:32 – 05:01)

Full references and credits go in the reference section (cf. **List of references** below).

A final remark: **quotations are not supposed to substitute but to enhance your arguments or elaborations**. Do not speak through others’ voices. Use your own words. Do not string quotations together but integrate them into your writing (and comment on them).

### 3.4. Footnotes

In general, avoid footnotes if you can. Relevant information should be included in the body text, and often, information that you cannot include is not worth including to begin with. While this may be conventional in other disciplines (e.g. history and geography), footnotes in a linguistic paper are not used to cite sources, as these are cited in the running text (see above). Footnotes should only be used to give additional information that does not fit in the body text. Number your footnotes serially throughout the text (most word processing programs do this automatically).

### 3.5. Punctuations and font conventions

Use “double quotation marks” for direct quotations; use ‘single quotation’ marks for ‘qualified’ words or phrases, or for quotations within quotations:

- (4) In Chaucer’s *Tale of Melibee*, Prudence argues that “[...] of swiche wommen seith Salomon that ‘it were bettre dwelle in desert than with a woman that is riotous’” (Chaucer, *Tale of Melibee*, 1087).

Quotation marks go inside punctuation when only part of a sentence is quoted or when the title of an article, a contribution to a book, a poem, etc. is quoted. They are placed outside the punctuation when complete sentences are quoted.

Use *italics* if you refer to a letter, word, phrase, or a sentence as a linguistic **example** or as the object of discussion; do not use quotation marks for this purpose. Cited forms in a foreign language should be followed at least at first occurrence by a gloss in single quotation marks.

E.g. Greek *prāgma* means ‘act’.

Lat. *ovis* ‘sheep’, *equus* ‘horse’, and *canis* ‘dog’ are nouns.

Also use italics for

- (a) words or sentences used as linguistic examples (metalinguistically) within the text, e.g. “In the sentence *It is interesting to see what he meant*, the verb *see* is used metaphorically for *understand*.”
- (b) linguistic terms and concepts when first introduced (e.g. “Austin proposes a fundamental distinction between *constative* and *performative utterances*.”)
- (c) titles of independent publications (books, journals, paintings but not articles in journals or edited volumes).

If you wish to indicate **emphasis**, do this linguistically wherever possible, rather than by font. If it has to be done by font, please do not use italics, but **bold** type. If you do this within a quotation, be sure to indicate that you placed the emphasis yourself, not the original author, e.g. (Smith 2001: 42; emphasis mine).

**Phonetic transcription** should be placed between square brackets [ ] in IPA symbols. Phonemic examples should be placed between slashes / /, e.g.

There are two allophones of the English phoneme /λ /: [λ] and [ʌ].

Also see the following overview:

**Table 2. Brackets overview.**

Phonology	Phone [l]	Phoneme /l/	Allophone [l], [ɫ]
Orthography	Graph <l>	Grapheme <l>	Allograph <l>, <L>, <ɫ>
Morphology	Morph {s}, {es}	Morpheme {PLURAL}	Allomorph /s/, /z/, /ɪz/

If your computer does not have IPA fonts, you may copy and paste special (e.g. phonetic or phonemic) symbols and other special characters from websites with online keyboards such as <https://ipa.typeit.org/full/>. Make sure you add diacritics (marks such as accents [acute, grave, circumflex, etc.], tildes, cedillas, or diaereses/umlauts) over and under the letters in the exact position they are meant to occupy.

### 3.6. Commonly used abbreviations

Avoid using too many abbreviations, as they often pose severe problems for readers not completely familiar with the language of a text. Where more than one abbreviation is acceptable, select one and use it consistently throughout the text. In general, abbreviations should not be used except when prefixed to linguistic forms cited. Thus, “the meaning of OE *guma*” is acceptable but “the meaning of *guma* in OE” is not. The latter must be rendered as “the meaning of *guma* in Old English”. Abbreviations ending in a small letter have a full stop following them (OFr., Gk., Lat.), those ending in a capital letter do not (MHG, OCS, OE).

Abbreviations often found in body texts include the following:

(5) e.g. Lat. *exempli gratia*, ‘for example’

Any section can have subsections (e.g. 1.1.)

i.e. Lat. *id est*, ‘that is’, ‘this means’

Begin your list of references on a new page (i.e. the one after your conclusion).

cf. Lat. *confer*, ‘compare’, or ‘see also’

For a detailed account of the experiment, cf. Baker 2000.

*sic* Lat. ‘thus’, ‘it is really written this way’. Use this in quotes with surprises or errors in them. Put it in square brackets.

The latest school job page advertises “a wide range [sic] of 6<sup>th</sup> form courses”.

### 3.7. Tables and figures

If you include tables in your paper, label them ‘Table’, and give them a number and a caption (e.g. Table 1. Success rates in the naming task by age.). Other materials such as photographs, images, charts, and line-drawings should be labeled ‘Figure’ and be properly numbered and captioned as well (e.g. Figure 1. The Great Vowel Shift.). Tables and figures may be numbered with the number of the main section, and then the number of the table in the chapter (e.g. Table 2.1., Table 3.4., etc.) or consecutively. Remember to refer to all tables and figures (as well as examples) in the running text. A list of tables and a list of figures can be included either after the table of contents (begin a new page each for the list of tables and for the list of figures) or in the reference section.

### 3.8. Examples

Examples should be numbered sequentially with Arabic numerals in parentheses (e.g. (1), (2), ...) and indented. Align all examples in the version submitted with spaces or tabs.

### 3.9. Plagiarism

Plagiarism (i.e., using someone else’s ideas or words without acknowledging the source, passing them off as your own) is a **serious** academic offense. It is of the essence that you respect the work of others and adhere to the academic code of conduct. It should always be clear to your reader where an idea that you took from another source begins and ends. If you are in doubt, ask your lecturer/instructor.

## 4. Formatting references

The references at the end of your paper must give full citation details of the literature you have used and cited in your text. It is important to make sure you provide all the necessary information, so your reader can see where you found your information, and find the original source, if they wish to. The main point is to include all the relevant information, and to **be consistent** in the form of citation.

Always begin your list of references on a new page (i.e. the one directly following your conclusion) and divide your sources into primary and secondary sources if applicable. The references are to be ordered alphabetically according to the (first) author's surname. Publications by the same author must be listed chronologically. The list of references should be single spaced and left justified. If a source takes up more than one line of space, all subsequent lines should be indented by 1 cm.

Whenever possible, provide the DOI strings along with the references.

### 4.1. Monographs

You must give five pieces of information: Author, Year of publication, Title, Place of publication, and Publisher. The author's last name is always the first piece of information. The title must be written in italics. The line spacing is single. If the place of publication is a locality in the US, include the state abbreviation following the town name. In linguistics papers, the information is presented as follows:

**Author's/Editor's last name, Author's/Editor's first name. (ed. [if applicable]). Year. *Title. Subtitle.* (Edition if applicable; i.e. if it is a second or subsequent edition). Place of publication: Publisher.**

(6) Aitchison, Jean. 2003. *Words in the mind*. (3<sup>rd</sup> edition). Oxford: Blackwell.

If there is more than one author/editor, use the order given on the book, which may or may not be alphabetical, and separate each full name by a comma. Only use *and* for the last author/editor.

**Author's/Editor's surname, Author's/Editor's first name[, and 2nd author's/editor's first name, 2nd author's/editor's surname]. Year. *Title.* (edition [if applicable]). Place of publication: Publisher.**

(7) Herdina, Philip, and Ulrike Jessner. 2002. *A dynamic model of multilingualism. Perspectives of change in psycholinguistics*. Clevedon: Multilingual Matters.

(8) Nihilani, Pete, Rob Tongue, and Paul Hosali. 1979. *Indian and British English*. Delhi: Oxford University Press.

If someone has published more than one work in one year, order the books alphabetically according to title and add a letter to the year, starting with 'a'.

- (9) Said, Edward. 1994a. *Culture and imperialism*. London: Vintage.
- (10) Said, Edward. 1994b. *Representations of the intellectual. The 1993 Reith lectures*. New York: Pantheon Books.

In this case, you should cite these references accordingly with the letter included, i.e. as (Said 1994a) and (Said 1994b), in your paper.

MA and PhD (as well as BA) theses are referred to as follows:

**Author's surname, Author's first name. Year. "Title". Degree, University, City.**

- (11) Edmondson, Willis. 1979. "A model for the analysis of spoken discourse". PhD thesis, Ruhr-University, Bochum.
- (12) Gudenus, Teresa. 1999. "Australian teen-agers' attitudes towards American, Australian and British English". MA thesis, University of Vienna, Vienna.

Special cases include, for example, books which were translated, published posthumously (e.g. Austin), or books for which it may be important to indicate the date of first publication followed by the date of the edition used [in square brackets]:

- (13) Amossy, Ruth. 2000. *L'argumentation dans le discours politique*. [Argumentation in political discourse]. Paris: Nathan.
- (14) Austin, John L. 1975. *How to do things with words*. (2<sup>nd</sup> edition, ed. by J. O. Urmson and Marina Sbisa). Cambridge, MA: Harvard University Press.
- (15) Bakhtin, Mikhail. 1963 [1984]. *Problems of Dostoevsky's poetics*. (ed. and transl. by Caryl Emerson). Minneapolis: University of Minnesota Press.
- (16) Blom, Jan-Petter; Gumperz, John J. 1972 [1986]. "Social meaning in linguistic structure: code-switching in Norway". In Gumperz, John J., and Dell Hymes (eds.). *Directions in sociolinguistics: the ethnography of communication*. New York: Holt, Rinehart and Winston, 35-71.

A translated work:

- (17) Gombert, Jean-Émile. 1992. *Metalinguistic development*. Trans. Tim Pownall. London: Harvester Wheatsheaf.

A collection, anthology, or compilation:

- (18) Bloom, Harold (ed.). 1999. *Langston Hughes. Comprehensive research and study guide*. Broomall: Chelsea House.

An introduction, preface, foreword, epilogue, or afterword:

- (19) Wei, Li. 2000. "Dimensions of bilingualism". Introduction. *The bilingualism reader*. Wei, Li (ed.). London: Routledge, 3-25.

A reprinted or republished book:

- (20) Atwood, Margaret. 1998. *Surfacing*. 1972. New York: Doubleday.

## 4.2. Articles

### 4.2.1. Articles in volumes

List the following information in the following order. Provide the inclusive pages of the article/essay.

**Author's surname. Author's first name. Year. "Title of article/essay". In Editor(s) (ed./eds.). Book title. Book subtitle. Place of publication: Publisher, Inclusive page/s.**

- (21) Watson, Ian. 1991. "Phonological processing in two languages". In Bialystok, Ellen (ed.). *Language processing in bilingual children*. Cambridge: Cambridge University Press, 25-48.

### 4.2.2. Articles in journals

List the following information in the following order. Give the total number of pages of the article.

**Author's surname, Author's first name. Year. "Title". Journal or Periodical Volume number(Issue number), Page/s.**

- (22) Wolman, Richard N., and Edwin N. Barker. 1965. "A developmental study of word definitions". *Journal of Genetic Psychology* 107(1), 159-166.

For articles by multiple authors, with foreign-language titles, etc., refer to the section of referencing books.

### 4.2.3. Articles in newspapers and non-scientific sources

**Author's surname, author's first name[, and 2nd author's first name and surname].  
Year. "Title". *Newspaper/Magazine*, Date/Month, Page/s.**

For electronic sources, add the URL and the date of access in brackets. If there is no author information, use the name of the medium as the reference instead of the author's name.

- (23) Chahal, Mindi. 2012. "Embrace the Alternative". *Marketing Week*, 20 December 2012, 18-19.
- (24) Watt, Nicholas. 2013. "Lord Hill: A Sharp Brain in Need of Sharper Elbows". *The Guardian*, <http://www.guardian.co.uk/politics/2013/jan/07/lord-hill-leader-lords-strathclyde-resignation> (8 January 2013).

### 4.3. Internet and electronic resources

Bibliographic listings of electronic sources follow the format for print sources. The basic formats for citing electronic sources are:

**Author. "Title of document". *Title of complete work* [if applicable]. Version or File number [if applicable]. (Edition or revision [if applicable]). Date of document or Last update [if different from date of access]. Page numbers or the number of paragraphs or of other numbered sections of the material (if any). Protocol and address, access path, or directories (date of access).**

- (25) Burka, Lauren P. 1993. "A hypertext history of multi-user dimensions". *MUD history*. <http://www.utopia.com/talent/lpb/muddex/essay> (2 August 1996).
- (26) Reiterer, Susanne. 2002. "The neurocognition of second language acquisition: the influence of proficiency level on cortical brain activation patterns". *VIEWS* 11(1&2), 27-52. <http://www.univie.ac.at/Anglistik/views/Sreit.pdf> (15 January 2003).

While the internet can be used as a very valuable research tool, you should still use caution when using sources from the Web. Always consider who has put the information online, and whether or not this source is **reputable** and **reliable** enough to be trusted. Many academic journals are published in electronic form and would therefore be considered a legitimate source. Caution, however, is especially important with sources like Wikipedia. Many students like to use online encyclopedias – especially Wikipedia – to help them in their research. They can indeed be a very useful tool, especially as a springboard so to get an overview of a topic, and for the references included at the end of each article. For oral presentations, you may include information from such sources. However, Wikipedia's content can be edited by anyone; since there is no guaranteed quality control, you should not use it as a source in an academic paper.



## 4.4. Corpora

Corpus compilers usually indicate in the handbook published with a corpus or on their webpage how they want the corpus to be cited (see below). In general, cite corpora by their established abbreviations. When first referring to the corpus in the main text of your paper, mention the full name. You can then use the abbreviated forms afterwards for the rest of the paper.

- (27) Davies, Mark. 2008-. *The Corpus of Contemporary American English (COCA)*. Available online at <https://www.english-corpora.org/coca/> (27 Jan 2024).
- (28) Davies, Mark. 2010. *The Corpus of Historical American English (COHA)*. Available online at <https://www.english-corpora.org/coha/> (3 Apr 2022).
- (29) Davies, Mark. 2016-. *Corpus of News on the Web (NOW)*. Available online at <https://www.english-corpora.org/now/> (7 May 2025).
- (30) PCEEC = *Parsed Corpus of Early English Correspondence*, parsed version. 2006. Annotated by Ann Taylor, Arja Nurmi, Anthony Warner, Susan Pintzuk, and Terttu Nevalainen. Compiled by the CEEC Project Team. York: University of York and Helsinki: University of Helsinki. Distributed through the Oxford Text Archive.
- PCEEC = *Parsed Corpus of Early English Correspondence*, tagged version. 2006. Annotated by Arja Nurmi, Ann Taylor, Anthony Warner, Susan Pintzuk, and Terttu Nevalainen. Compiled by the CEEC Project Team. York: University of York and Helsinki: University of Helsinki. Distributed through the Oxford Text Archive.
- PCEEC = *Parsed Corpus of Early English Correspondence*, text version. 2006. Compiled by Terttu Nevalainen, Helena Raumolin-Brunberg, Jukka Keränen, Minna Nevala, Arja Nurmi and Minna Palander-Collin, with additional annotation by Ann Taylor. Helsinki: University of Helsinki and York: University of York. Distributed through the Oxford Text Archive.

If no official guidelines are available, try to provide as many details as possible.

- (31) *A Corpus of English Dialogues 1560-1760*. 2006. Compiled under the supervision of Merja Kytö (Uppsala University) and Jonathan Culpeper (Lancaster University). Uppsala: University of Uppsala.  
<https://www.uu.se/en/departement/english/research/english-linguistics/electronic-resource-projects/a-corpus-of-english-dialogues-1560-1760> (2 Dec 2024).

## 4.5. Movies and audiovisuals

For **in-text citations** of movies and audiovisuals, use the abbreviated title whenever necessary, e.g. BBT (= *The Big Bang Theory*).

For the **references**, give the information in the following order:

**Abbreviated title = Full title, Year, Season [insert number]. Dir. by [insert name of director]. Distribution/Production (Copyright).**

(32) BBT = *The Big Bang Theory*, 2008, Season 1. Dir. by Mark Cendrowski.  
Chuck Lorre Productions/Warner Bros. Television.

(33) *Casablanca*, 1942. Dir. by Michael Curtiz. Warner Bros. Pictures.

#### **4.6. Use of Artificial Intelligence (AI)**

Any and all uses of AI software in composing your paper must be transparently indicated. This is best done in your Methods and Data chapter. Failing to do so will be considered plagiarism and – as such – academic dishonesty and that is going to have consequences pertaining to your grading and academic standing. If you make use of ChatGPT in any way, the prompt(s) you insert as well as the date of access must be indicated as verbatim quotations.

We demonstrate this here by listing the following uses of AI software that are absolutely forbidden in your academic work due to ethical, academic integrity, and reliability concerns. The following list has been adapted from a list generated by ChatGPT and the verbatim prompt we used to produce the raw response is provided as well.

(34) Prompt: “Provide guidelines for the use of AI software in academic papers.” (generated on 1 May 2025; slightly adapted)

- a. **Plagiarism and Ghostwriting:** Students are responsible for producing their own ideas and analysis. Using AI to generate sections or the entirety of an academic paper and submitting it as original student work is unethical.
- b. **Fabrication of Data:** Academic integrity relies on the honesty and accuracy of data collection, data reporting. Using AI to fabricate or alter research data is, first of all, fraudulent, but it also disrespects the integrity and expertise of your academic peers and mentors within your discipline. AI software that generates fake or manipulated data for experiments, surveys, or statistical analysis is therefore not only forbidden, but inherently contemptible and permanently damaging to your reputation as a scholar.
- c. **Automated Literature Review Generation:** While AI can help synthesize research, relying on AI to generate a literature review without properly engaging with original sources can lead to superficial and incorrect interpretations. You are expected and required to conduct your own thorough review of the literature and critically engage with sources rather than using AI to simply summarize them.

- d. **Auto-translation without review:** Using AI-driven translation tools to translate academic work or sources from other languages without a proper understanding or revision of the translation can lead to errors or misinterpretations of critical concepts, especially in specialized subjects.
- e. **Bias amplification in data processing:** AI models are often trained on large datasets that can carry inherent biases. Refrain from using AI software for data analysis, especially if the AI tool might inadvertently reinforce these biases, leading to skewed results. This will undermine the credibility and objectivity of your research findings.
- f. **Automated citation generation without verification:** Relying on AI tools to generate citations can lead to inaccuracies, such as incorrect formatting, citation of non-existent sources, or citation errors. Unless diligently verified and doublechecked, this will almost inevitably lead to incorrect or inaccurate citations (and a non-compliance with citation standards) and thus to instances that may qualify as instances of plagiarism.
- g. **Uncritical use of AI for subject-specific content:** AI software that generates detailed or specialized content will result in your not understanding the process or concepts behind the answers. This defeats the purpose of learning and can lead to a lack of depth in your understanding of the subject.
- h. **AI for academic testing:** Using AI to complete quizzes, tests, or other forms of assessment, whether in online learning environments or in-person exams, is a direct violation of academic honesty policies. It undermines the value of the educational process and the assessment's intent to measure student learning.
- i. **Misleading visuals or graphs:** AI tools that generate graphs, charts, or images based on data should be used with caution. AI-generated visuals could potentially distort or mislead the representation of research findings if not carefully reviewed. The presentation of data needs to be accurate and representative and can only be done in an appropriate manner, if you know your data because you have compiled it yourself in the first place.
- j. **Automated Writing Enhancements Without Understanding:** Using AI to rephrase or improve writing without understanding the underlying changes can lead to loss of your voice or unintentional misrepresentation of ideas. Engage with the writing process and ensure that you understand and agree with any changes suggested by AI tools.

By prohibiting these practices, our universities and academic staff uphold academic integrity, foster critical thinking, and ensure that students engage meaningfully with their studies and

respectfully with their peers in the academic discipline. By complying with these rules, you are honoring the practices and standards of the academic community and are actively and proactively helping us ensure that these standards will be upheld by and for the next generation of academics.

## 5. Conclusion

A conclusion summarizes the main points and findings made in your paper and rounds it off. This being said, refer back to the title of your paper as well as to the hypothesis or research question(s) you posed going into this study. Avoid remarks about potential outlooks and limitations to your study. Additionally, do not include new information in the conclusion of your paper. Rather, focus on what you have accomplished in your study and how.

Overall, there are two important things to keep in mind when writing an academic paper in linguistics as well as any other discipline: First, be sure to credit your sources and present (only) the information relevant to your line of argument. Secondly, **be consistent**. Once you choose one way of doing things (quoting, formatting, etc.), stick to it throughout the paper. If you are not sure how a paper for a particular supervisor should be set up or if you have any further questions, ask the lecturer/instructor in charge.

(5333 words)

## References

In a paper, this is where your full references go. See Section 4 for how to format your reference section. Keep in mind that, within your paper, the references section is not numbered (as it does not constitute a chapter). Below is how the list should more or less look like:

- Aitchison, Jean. 2003. *Words in the mind*. (3<sup>rd</sup> edition). Oxford: Blackwell.
- Austin, John L. 1975. *How to do things with words*. (2<sup>nd</sup> edition, ed. by J. O. Urmson and Marina Sbisa). Cambridge, MA: Harvard University Press.
- Davies, Mark. 2008-. *The Corpus of Contemporary American English (COCA)*. Available online at <https://www.english-corpora.org/coca/> (27 Jan 2024).
- Edmondson, Willis. 1979. "A model for the analysis of spoken discourse". PhD thesis, Ruhr-University, Bochum.
- Herdina, Philip, and Ulrike Jessner. 2002. *A dynamic model of multilingualism. Perspectives of change in psycholinguistics*. Clevedon: Multilingual Matters.
- Said, Edward. 1994a. *Culture and imperialism*. London: Vintage.
- Said, Edward. 1994b. *Representations of the intellectual. The 1993 Reith lectures*. New York: Pantheon Books.
- Wei, Li. 2000. "Dimensions of bilingualism". Introduction. *The bilingualism reader*. Wei, Li (ed.). London: Routledge, 3-25.

If applicable, the list of references would be followed by an... [insert page break]

## Appendix

The appendix (also not chapter-numbered) is used to include additional material, such as questionnaires you used in your research, transcripts of interviews, datasets too big for the main body text, etc. While not numbered, the appendix constitutes a separate chapter on its own and so begins on a new page. Your appendices should be numbered with upper-case letters of the alphabet (A, B, C...), i.e. Appendix A, Appendix B, ..., if you find it necessary to distinguish them for their contents.

It is particularly important to note that for any empirical study (and all linguistic papers in your degree are supposed to be empirical!), we expect you to include the following items in a Cloud folder via link. Submit:

- a) a complete list of the corpus queries you ran;
- b) the full dataset you collected and based your study upon; and
- c) the spreadsheet(s) (usually in Excel) that you used to code, sort, and analyze your data.