Department of English and American Studies

Chair of Development and Variation of the English Language

Style Manual

for academic papers in English linguistics

Preface

Every academic discipline and every publisher have their own writing, formatting, citation and referencing conventions[1]. This has various (mostly historical) reasons and is usually not subject to debate. In order to take part in the discourse of a certain scientific field—and that is what you are doing by writing a (module) paper at a university—you must adhere to the specified referencing conventions.

The following guidelines will give you an insight into how to compose, format, and cite properly when submitting a paper at the Chair of Development and Variation of the English Language.

Please be aware that our Chair's style is **NOT THE SAME AS THE MLA STYLE**, which is used in cultural and literature studies and that the MLA style is never used in linguistics papers.

Deviating from the standards specified below will have a negative impact on your grade.

[1] In some departments, individual professors have their own preferences regarding the layout and citation style.

Table of Contents

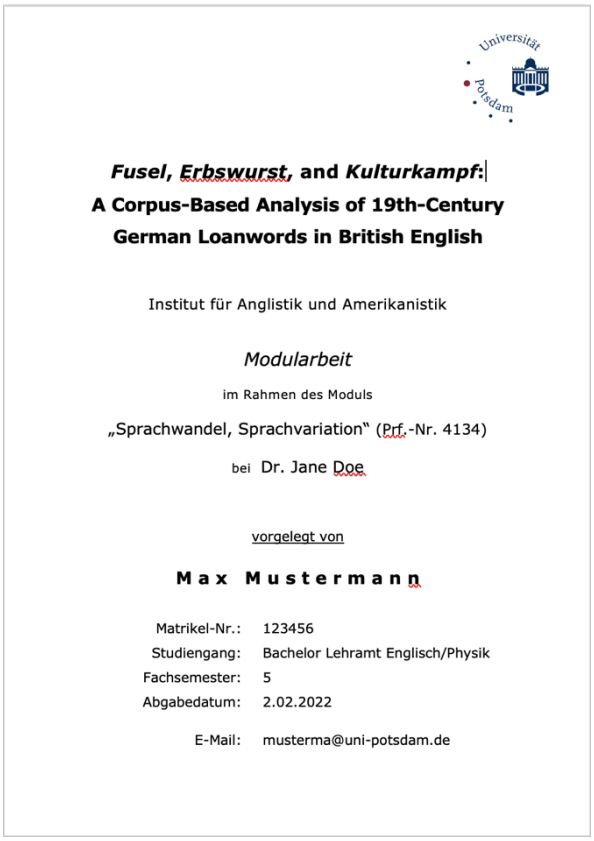
(Interactive table; click to proceed to individual sections)

1. Structure of an Academic Paper in Linguistics

In terms of structure, your paper should include the following elements:

Element 1: Title Page

Every paper over 3 pages in length should include a title page, which may look like this:



***Fusel*, *Erbswurst*, and *Kulturkampf*:**
A Corpus-Based Analysis of 19th-Century German Loanwords in British English

Institut für Anglistik und Amerikanistik

Modularbeit

im Rahmen des Moduls

„Sprachwandel, Sprachvariation" (Prf.-Nr. 4134)

bei Dr. Jane Doe

vorgelegt von

Max Mustermann

Matrikel-Nr.:	123456
Studiengang:	Bachelor Lehramt Englisch/Physik
Fachsemester:	5
Abgabedatum:	2.02.2022
E-Mail:	musterma@uni-potsdam.de

Figure 1. Title page

Although your title page need not be an exact copy of Figure 1, any title page should feature the following elements:

- the title and subtitle (if any) of your paper;
- your full name;
- your student ID number;
- your e-mail address;
- your university affiliation;
- your study program;
- semester that you are in;
- name and number of the module in which you submit the paper;
- the name of the supervisor;
- date of submission.

Please refer to our Chair's webpage for a template of a title page, which you can download and use for your paper.

Element 2: Table of Contents

The title page is followed by a table of contents (see Figure 2 below for an example).

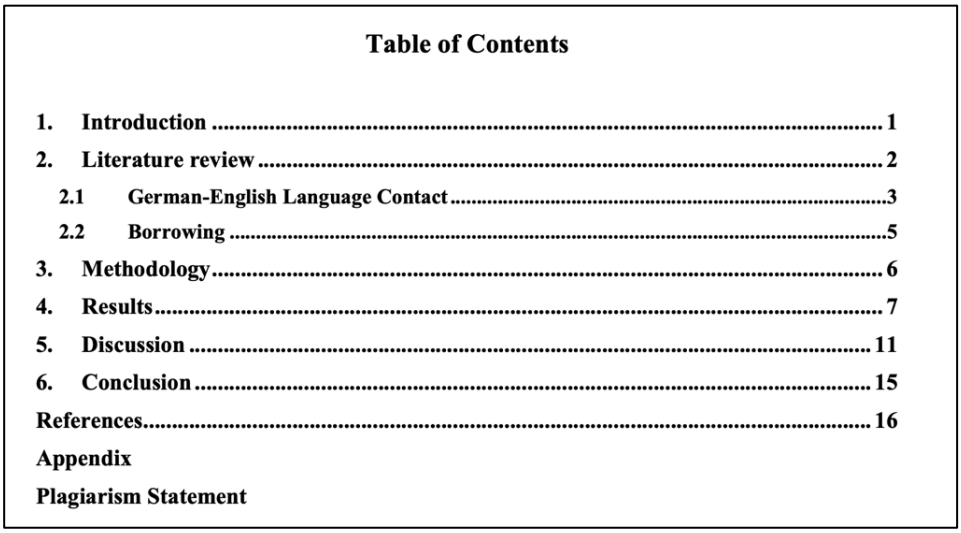


Table of Contents

Figure 2. A sample table of contents

Unlike academic essays, academic papers in linguistics are explicitly divided into **chapters (and subchapters)**, each under its own heading. Most papers in linguistics—especially empirical[2] ones—follow the so-called ILiMRaD&C structure: they contain six more or less standardized chapters (see Table 1 below).

Initial in the abbr.	Number and Generic Title of Chapter
I	**1. Introduction** (background/purpose of study + a concrete research question)
Li	**2. Literature review** (overview of previous research on the topic; theories)
M	**3. Methodology** (methods that you employed for your own study)
R	**4. Results** (linguistic data that you collected in your study)
a	and
D	**5. Discussion** (analysis/ interpretation of results; sometimes merged with **4. Results**)
C	**6. Conclusion** (summary, evaluation, criticism, suggestions for further research)

Table 1. The ILiMRaD&C structure for the body of a research paper in linguistics

If necessary, you may further divide these chapters into subchapters. If you choose to do so, please bear in mind that subchapters **always come in numbers greater than one**, i.e., any chapter must have at least two subchapters. For example, if you introduce subchapter 2.1 (note: no full stop at the end of the chapter number, i.e., not "2.1."), there must be at least one more subchapter (in this case 2.2; see Figure 2 above) or if you want to create subchapter 3.1.1, there must be at least another subchapter (3.1.2), and so forth.

Your chapters need not necessarily bear the exact chapter titles specified above. Provided that the content of your chapters corresponds to the ILiMRaD&C structure (i.e., in the first chapter, you introduce your study; in the second chapter, you give an overview of the theoretical background, etc.), you may change the actuals headers as you wish, e.g., *Introduction–Theoretical Background–Data and Methods–The findings of the study*–etc.

[2] Empirical papers are based on collecting and analyzing linguistic data.

Element X (optional): List of Figures/Abbreviations/etc.

In long papers (especially, in BA/MA theses), a table of contents is usually followed by a list of (1) all tables, (2) all figures, and (3) all abbreviations that appear in the body of the paper (this depends on what is applicable to your particular thesis, e.g., if you have not used any abbreviations, then no list of abbreviations is required). This is done for the reader's convenience and is often featured in academic books, which you can refer to for an example.

Element 3: Body of your Paper + References/Reference List

A table of contents is followed by the first chapter of your paper, *Introduction*, which starts on a separate page. This is where **pagination** (a.k.a. page numbering) begins. The first page of the *Introduction* is always on page 1 (this should be reflected in the table of contents as well: the first page number that you provide there is not 3—it is 1; see Figure 2 above). The pages before the *Introduction*, namely, the title page and the page with the table of contents do not count as actual pages of your paper – they are purely formal elements encasing the **body of your paper**.

After the *Introduction*, the remaining chapters of your paper follow without page breaks between individual chapters, e.g., chapter 4 may end on page 12 and be succeeded by chapter 5 starting on the same page.

The body of your paper closes with the section titled *References* or *Reference list* (no other titles are accepted, specifically, not *Bibliography* and not *Works Cited*). This section does not have a chapter number, i.e., not "7. References" (see Figure 2), as it is not an actual chapter of your paper—it is an addendum to your paper. This section is the last section to have page numbers. If you are given a **character limit** for your paper, bear in mind that the references on the reference list count towards that limit.

The references on your reference list should appear in alphabetical order[3] by the author's surname. For more information about references, see Section 4 below. For formatting conventions regarding the reference list, see Section 2.

Element X (optional): Appendix

If you have gathered large quantities of empirical data/metadata or worked with long transcripts or tables, which cannot be embedded into the body of your paper in their entirety because of their volume, consider featuring them in an appendix. In case of various types of extra information, which might need to be displayed separately, several appendices may be attached to the paper (e.g., Appendix 1, Appendix 2, etc.). All appendices must be explicitly mentioned in the body of your paper, e.g., "… see Table 3 in Appendix 1."

[3] In case of multiple publications by the same author(s), follow the chronological order of publication from the oldest to the newest (the oldest publications should appear higher on the list than the newest ones). In case of multiple publications by the same author in the same year, alphabetize by the first letter of **the title of the work** and attach a lower-case letter (*a, b, c,* etc.) to the year of publication to distinguish the references from one another, e.g., Goosens, R. (2006a). … and Goosens, R. (2006b). … (maintain this demarcation in the corresponding in-text citations as well). Publications by a single author precede collaborative publications involving the same author as the first author on the reference list. References with the same first author but different second/third author are arranged alphabetically by the surname of the second/third author. For more information about sorting of references on the reference list, please refer to *APA Publication Manual, 6th ed* > *Chapter 6.25*, which is available at the University Library.

Appendices do not have page numbers, nor do they have chapter numbers in the table of contents (i.e., not "9. Appendix……..**12**", but just "Appendix"; see Figure 2 above). They do not count towards the page total of your paper.

Element 4: Plagiarism Declaration

It is obligatory to attach a plagiarism declaration[4] to any paper submitted at the Chair of Development and Variation of the English Language, whether it is submitted as a hard copy or an electronic document. The plagiarism declaration must bear the student's signature. In case of a missing plagiarism declaration, your paper will not be graded. Even though the plagiarism declaration is listed in the table of contents, it has neither a chapter nor a page number.

2. Page Setup and Formatting

As a rule, student papers should be submitted in print. However, individual instructors might have their own requirements concerning the submission format (e.g., digital submission with or without file-type specifications (MS Word, PDF, etc.) or both print and digital submission). Always consult your supervisor as to what submission format they prefer.

Regardless of the submission format, it is a given in this digital age that you will have to compose and typeset your paper electronically, with the help of a digital word processor (e.g., MS Word, Google Docs, Apple Pages, etc.). This section specifies our Chair's requirements for setting up and formatting a student paper.

2.1 Font size, spacing, layout

The preferred settings[5] for fonts, spacing and layout are:

Font	Either a 12pt serif font (e.g., Times New Roman, Book Antiqua, Garamond, etc.), or an 11pt sans-serif one (preferably Arial).
Spacing	Line spacing: 1.5 lines (except in long quotes, see 3.1.2 below) Paragraph spacing: 6pt before & after No empty lines between individual paragraphs No page breaks between individual chapters
Page margins	top/bottom: 2.5 cm left: 3.0 cm right: 4.0 cm

[4] You can find a template for the Plagiarism Declaration (DE: *Plagiatserklärung*) on the Department's website under *Study Matters* > *Forms and Additional Information* or here https://www.uni-potsdam.de/en/iaa/study-matters/forms-additional-information

[5] If you are uncertain about how to implement these setting in MS Word or the text editor that you prefer, use Google to find that out.

Text alignment	justified (DE: "Blocksatz"; applies to all paragraphs as well as footnotes)
First line of every paragraph	Indented by pressing the Tab key once or automatically at 1.25 cm
References on the reference list	Each entry should have a hanging indent[6] of 1.25 cm.

2.2 Italics, boldface, small caps, footnotes

Further formatting conventions include:

- Use **italics** to mark linguistic examples discussed in your text (e.g., when you discuss the usage of the lexeme *auntie* in Singapore English or explicate the syntactic patterns which the verb *cringe* enters into).
- The senses of linguistic items are to be indicated by means of **single quotation marks**, e.g., *to fish* 'to catch fish' or *to cringe* 'to recoil in distaste'.
- You can use **boldface** to highlight linguistic terms that appear in your text for the first time, e.g., "When a word form has only one sense, it is described as **monosemous**; the condition is called **monosemy**" (Kay & Allan 2015: 28). BUT: do not use boldface on further mentions of the term.
- Another use of **boldface** is for the headings of chapters and subchapters.
- For cultural conceptualizations, conceptual metaphors, metonymies, and schemas, it is common practice to use **small caps** (DE: "Kapitälchen"), e.g., LOVE IS A JOURNEY. [7]
- **Footnotes** should be used sparingly and only to add extra information that you deem valuable for the discussion but do not have space for in the body of the paper. Footnotes should never be used for referencing literature and other sources mentioned in the paper.
- **Endnotes** are in general not permitted.

2.3 Linguistic examples, tables, figures, glosses

- Linguistic **examples** in the running text (e.g., words, short phrases, etc.) should be italicized (see Section 2.2 above).

- **Long examples** (e.g., sentences or text excerpts) as well as those examples to which you refer multiple times in your argumentation should be separated from the main text into an individual paragraph, indented and numbered consecutively throughout the paper, e.g.:

> ...An example of the NP1 VP NP2 TO DEATH resultative construction is provided in (2):
>
> (2) 1591 A.W. Bk. Cookrye 11b. To still a cock for a weake body that is consumed. Take a red Cock that is not too olde, and beate him to death, and [...] fley him and quarter him in small peeces [etc.]. (OED s.v. still2, v. 3b)

Note that the numbers accompanying long examples appear in parenthesis both besides the example itself and in the running text when you refer to the given example.

[6] See footnote 4.

[7] If you are uncertain about how to implement these setting in MS Word or the text editor that you prefer, use Google to find that out.

- **Tables**, **figures**, and **graphs** appearing in the text should be numbered consecutively throughout the paper and furnished with a caption capturing their content (see pp. 1-2 of this document for an example as well as the example below; also see Element X (optional): List of Figures/Abbreviations/etc. above).

Main Verb	Number of Occurrences in 1124 Tokens Overall
come	204
stand	121
lie	110
hang	46
total	481 = 43%

Table 1: Non-*be* main verbs appearing in inversions (Birner 1995)

IMPORTANT: Every figure, table, or any other graphical element included in the paper must be explicitly referred to in the text, e.g., "As shown in Table 1, the number of occurrences of non-*be* verbs…" or "Figure 3 displays the percentages of…"

If your paper contains long tables or a large volume of visualizations of data, including transcripts, consider saving space by moving them into an appendix and referring your reader to the appendix throughout your argumentation (see Element X (optional): Appendix above).

- Interlinear morpheme-by-morpheme **glosses** should be utilized to provide information about the meanings and grammatical properties of individual words and parts of words, e.g.:

(12) *Eis nemmat sihs sah möllembat se hauwa sisse langema?*
NEG.Q they then will.CONNEG both ART grave.GEN into fall.INF
'Will they not both fall into the grave?' (COWE\ Rossihnius-1632 125)

3. Direct & Indirect Quotations/Summaries/Further Mentions of Sources

Whenever you refer to somebody else's ideas or findings in your paper or incorporate other people's words into your own writing, you must provide an explicit reference to the source of these words/ideas/findings by inserting an **in-text citation** next to the borrowed material. If you fail to insert the respective citations, you will be committing **PLAGIARISM**. Plagiarism is a serious academic offence, which might have grave administrative consequences for its perpetrator, ranging from failing a module examination to expulsion from the university in the most serious cases[8].

There are three main ways of incorporating external material/ideas into your writing: (1) word-for-word, **direct quotation**; (2) indirect quotation a.k.a. **paraphrasing**; (3) **summarizing**. When implemented, all three types of interpolation require a **citation** next to them in the text of your paper (see Section 4 below for more information about citations).

Please bear in mind that regardless of the way that you choose to incorporate external material into your writing, it should never be the purpose of the borrowed material to make your point.

[8] "Plagiatsrichtlinie" of the University of Potsdam can be found here https://www.uni-potsdam.de/de/studium/konkret/rechtsgrundlagen/allgemeine-satzungen

The function of the external material is to support the point that you are making in your paper, which is why all interpolations in your text require further qualification, explanation, commentary on your part.

3.1 Direct quotations

Borrowing a segment (of any length) from someone else's text and embedding it into your own writing constitutes a **direct quotation**. The main reasons to use direct quotations are:

- accuracy (you want to relate the message of the original to your reader with the utmost precision);
- authority (you want to rely on the words and names of renowned scholars to bolster your argument);
- memorable language (the idea has been formulated perfectly by its author, and you would like to retain that exact formulation).

All direct quotations require **in-text citations** (see Section 4 below). Formatting conventions for direct quotations are presented in sections 3.1.1–3.1.3 below.

3.1.1 Quotation marks

Any direct quotation must be enclosed in either single or double quotation marks (' ' or" "), depending on the variety of English that you have chosen for your paper (this rule does not apply to long quotes, see 3.1.2 below).

For **American English**:

- use double quotations marks[9];
- always put commas and full stops inside the quotation marks, e.g.:

> Also important in the analysis, however, is consideration of what Lakoff (1995) called "conceptual metaphors," or what Allbritton (1995) termed "metaphor-based schemas."
> (O'Brien 2003:35)

For **British English**:

- use single quotation marks[10];
- do not put commas and full stops inside the quotation marks unless they are part of the quoted material, e.g.:

> Also important in the analysis, however, is consideration of what Lakoff (1995) called 'conceptual metaphors', or what Allbritton (1995) termed 'metaphor-based schemas'.

Do not mix and match single and double quotation marks. Use either single or double quotation marks throughout the paper, depending on the chosen variety of English (except when you are dealing with a case of **a quote within a quote** or **nested quotation[11])**.

---

[9] For more information about quotation marks in AmEn, see https://owl.purdue.edu/owl/general_writing/punctuation/quotation_marks/index.html

[10] For more information about quotation marks in BrEn, see https://global.oup.com/academic/authors/author-guidelines/house-style/?cc=gb&lang=en#quo

[11] American English uses single quotation marks to mark a quote within a quote, while British English utilizes double quotation marks in this case. For more, see https://www.languageediting.com/american-vs-british-punctuation-in-relation-to-quotation-marks/

3.1.2 Long quotations a.k.a. block quotations

Quotations of three or more lines are set off from the rest of the text in a block format without quotation marks and with an indented left margin[12]. The spacing of block quotations is changed from 1.5 (as in the running text) to single-spacing; the font size, however, remains the same, e.g.:

> The origins of the present-day stratification of registers may be traced back to seventeenth-century Britain:
>
> > The ideological framework developed by Locke attached the right to participate in the public domains of politics, learning, and religion to specific ways of language use. In doing so, it made language central to modern subjectivity. (Fenigsen 2007: 232)

or

> According to Fenigsen (2007: 232), the present-day stratification of registers might have its origins in seventeenth-century Britain, given that
>
> > the ideological framework developed by Locke attached the right to participate in the public domains of politics, learning, and religion to specific ways of language use. In doing so, it made language central to modern subjectivity.

For more information about the difference between the two quotations above (specifically, their use of **narrative** vs. **parenthetic citations**), see Section 4.1 below.

3.1.3 Modification of direct quotations: [sic!], adding emphasis, square brackets

As a rule, direct quotations must be absolutely identical with the source. Even if you encounter orthographical or grammatical errors in the quoted material, making changes to the original text is not permitted. If you wish you can acknowledge an error in the quoted material by inserting "[sic!]" directly after the word/phrase containing it), e.g.:

> In the case of overt verbal zoosemy a given verb is derived from a noun (through the process of denominal formation) that labels the animal species and – **in the process of metaphorisation followed by subsequent metonimisat**ion [sic!] - comes to be used with reference to representatives of humankind (…) (Kiełtyka 2016: 96; emphasis mine - AE)

Reason for adding [sic!]: metonymisation is spelled with a *y*, not an *i*

All modifications of direct quotations, including adding **emphasis** to certain words by setting them in boldface or italics, must be acknowledged by attaching the label "(emphasis mine – XY[13])" to the end of the quotation, which you can place within the citation, accompanying any quotation (see example above). If the quoted material already features emphasis added to it by the author, use "(emphasis in orig.)" instead to make it clear to your reader that you did not modify the quotation, e.g., "When a word form has only one sense, it is described as **monosemous**; the condition is called **monosemy**" (Kay & Allan 2015: 28; emphasis in orig.)."

[12] For this, use the *Increase Indent* button in MS Word; google it if you cannot find it.

[13] Your initials.

Square brackets can be used to modify a word-for-word, direct quotation in two ways:

1. to add words (if the original quotation is incomplete or ambiguous), e.g.:

Original	Quotation embedded in own writing
No other realm affords such vivid expression of symbolic concepts. (Lawrence 1995: 678)	Lawrence (1995: 678) writes, "No other realm [other than the animal kingdom] affords such vivid expression of symbolic concepts."

Reason for adding words: without the interpolation, it is unclear what "realm" the author had in mind.

2. to remove words (if the original quotation is too long or contains elements that are syntactically/semantically incompatible with your own writing), e.g.:

Original	Quotation embedded in own writing
In systems like Stern's and Carnoy's, the main types of semantic change that we distinguished in section 1.3.1 are maximally represented. (Geeraerts 2010: 35)	Geeraerts (2010: 35) points out that "in systems like Stern's and Carnoy's, the main types of semantic change […] are maximally represented."

Reason for removing words: semantically incompatible with own writing

Generally, it is not necessary to indicate ellipsis[14] ([…]) at the very beginning or end of quotations, e.g., ~~"[…] is not good […]."~~

Make sure that by omitting/adding words, you do not change the intended meaning of the original text, e.g.:

Original	Incorrect quoting
The English language today is not the same as it was 100 years ago, or 400 years ago. (Tagliamonte 2006: 6)	According to Tagliamonte (2006: 6), "the English language today is […] the same as it was 100 years ago, or 400 years ago."

3.2 Indirect quotation = paraphrasing

In addition to quoting sources directly, you also have the option of embedding someone else's ideas/findings into your text by **restating** what you have read in an external source **in your own words**, i.e., paraphrasing. A paraphrase is much less precise than a quotation, but it still retains a significant portion of the information/detail of the original. With a paraphrase, the informational content of the source is more important than its language (cf. 3.1 above)

Reasons to paraphrase:

- maintaining your own narrative style;
- reorganization of the information structure of the original for your own purposes;
- clarification/simplification of source material.

Paraphrasing requires (1) an alternative structure of the sentence(s)/paragraph and (2) multiple **synonyms**. Please keep in mind that it is **not** enough to simply exchange a couple of words for their synonyms in order to create a paraphrase. Consider this (fictitious) example:

[14] Ellipsis is omission of words.

Original	Incorrect paraphrase
Sometimes it is difficult or even impossible to hear something on the tape. (Liddicoat 2011: 48)	It is occasionally hard or not possible to discern anything on the recording (Liddicoat 2011: 48). ⇒ too close to the original (= PLAGIARISM)
Acceptable paraphrase: Recording quality can sometimes impede analysis (Liddicoat 2011: 48).	

Like a direct quotation, paraphrase requires an **in-text citation** featuring the author's name, year of publication and the page(s) which the paraphrased material appears on in the original (see Section 4 for more information about in-text citations).

3.3 Summarizing

Summarizing is a way of embedding external information into your own writing that is the least close to the original. You might want to summarize the original when it is too long to be quoted or paraphrased, or when you only need the gist of the original, or when you would like to omit the bits of the original that do not pertain to your own writing, etc.

Please bear in mind that when inserting a summary of a (part of) an external source into your writing, you must provide **an in-text citation** next to it, just like you would do with a direct quotation or a paraphrase. However, summarizing is the only kind of interpolation that does not always require page numbers to be indicated in the in-text citation. If you summarize a study in its entirety or a whole book, it suffices to simply put the authors name and the year of publication in brackets next to your summary, e.g., (Deignan 2006).

3.4 Further mentions of sources: *see (also)* vs *cf.*

Sometimes, the scope of your paper will not allow you to present all the information that you have discovered while reviewing the literature relevant to your topic. In this case, you can recommend further sources to your reader with the help of the following two operators: "see (also)" or "cf." Both these operators can be inserted into an in-text citation before the name of the author(s), e.g.:

(see also Deignan 2006: 24-36) or (cf. Deignan 2006: 24-36).

- "See (also)" indicates that the recommended source provides further information/detail about the subject of discussion; it is further assumed that this source **supports** and **expands/deepens** the argument that you are making in your paper, e.g.:

> It is tempting to relate the decrease in the frequency of this modal verb to a corresponding growth of have to and have got to, for which there is solid long-term historical evidence (see Krug 2000, 74–83).
>
> (Mair 2007: 94)

Explanation: the scope of Mair's paper does not allow a digression into the history of modal verbs and their frequency; therefore, the reader is advised to review the recommended source for further information.

- "Cf.", which stands for 'compare', also introduces a source that provides further information about the subject; however, this source provides an account that is to some degree **different** (and at times, **contradictory**) to the point that you are making in your paper, e.g.

  > For example, a sexually insulting epithet such as pussycat represents women as animals to be tamed for men's comfort, and signals that only members of the latter sex/gender group are implicitly considered prototypical human beings (cf. Lakoff 1975: 6).
  >
  > (Baider & Gesuato 2003: 9)

  Explanation: the abbreviation "cf." before the author's name in the citation signals that the suggested source makes a different point, which needs to be taken into account by the reader.

Note that the German "vgl." is much more frequent in German academic texts than "cf." is in English academic texts. Use cf. sparingly and only to introduce sources that provide different interpretations compared to your own.

4. In-Text Citations and Bibliographical References

Citations and references are an indispensable part of academic writing. A paper that does not cite any further sources is not a scientific paper—it is an opinion piece, which belongs in journalism and not in the academic discourse.

In-text citations, which appear in the body of the paper, serve as labels for bibliographical references, which are located at the end of the paper on the reference list. The bibliographical references are supposed to give the reader as much information about the cited source as possible, so that the reader can find and review the original text for themselves. It is therefore essential that the correspondence between the in-text citations in the body of the paper and the bibliographical references on the reference list is upheld in the most rigorous fashion, which means that **all and only** the sources that are cited in the body of the paper appear as references on the reference list.

In-text citations as well as bibliographical references must follow a certain standard in terms of their structure, punctuation, font styles (italics, bold, or roman), etc. Hence, it is very important that you follow the guidelines presented in the following sections as meticulously as possible: all the full stops, commas, colons, italics, capitalizations, brackets, ampersands and even spaces that are displayed by the schemas/examples below must be replicated in your own formatting of citations/references in your paper.

4.1. In-text citations

In-text citations appear in the running text of your paper, where they accompany quotations, paraphrases, and summaries of other sources. These may appear in various chapters throughout your paper and be repeated many times over.

The general schema for an in text-citation is as follows:

(Surname$_{author}$ XXXX$_{year}$: YY$_{page}$) as in (Deignan 2006: 10)

or

(Surname$_{author}$ XXXX$_{year}$: YY-ZZ$_{page_range}$) as in (Deignan 2006: 10-12)

If a source has two authors, both their names appear in the citation, separated by an ampersand, as in

(Author & Author XXXX: YY) as in (Biber & Gray 2019: 126)

For sources featuring three (3) or more authors, only the name of the first author together with the abbreviation "et al." is used in the in-text citation (BUT bear in mind that the corresponding bibliographical reference on the reference list must feature the complete list of all the authors), e.g.:

(First_Author et al. XXXX: YY) as in (Conrad et al. 2009: 19)[15]

From the point of view of style, there are two ways to insert an in-text citation into your writing. You can use:

1. either a **parenthetical citation**, in which all three elements—the author's/authors' surname(s), the year of publication, and the page number(s)—are provided in brackets, e.g.:

   Recording quality can sometimes impede analysis (Liddicoat 2011: 48).

2. or a **narrative citation,** in which the author's last name is part of the running sentence which contains the citation, with only the year of publication and the page number(s) given in brackets (immediately after the author's/authors' name(s)—not after the quote). Narrative citations are considered more elegant in academic writing, e.g.:

   Liddicoat (2011: 48) notes that recording quality can sometimes impede analysis.

With **narrative citations**, you should try **not to separate** the bracketed information about the year of publication and the page numbers from the name of the author, e.g.:

Liddicoat (2011: 48) writes, "Sometimes it is difficult or even impossible to hear something on the tape."	YES
Liddicoat (2011) writes, "Sometimes it is difficult or even impossible to hear something on the tape" (: 48).	NO
Liddicoat writes, "Sometimes it is difficult or even impossible to hear something on the tape" (2011: 48).	POSSIBLE but not recommended
Liddicoat (: 48) writes, "Sometimes it is difficult or even impossible to hear something on the tape" (2011).	NO

[15] The corresponding bibliographical reference in this case is Conrad, S., Biber, D., Daly, K. & Packer, S. (2009). *Real grammar: A corpus-based approach to English*. White Plains, NY: Pearson/Longman.

If the **same source is cited multiple times** within the same paragraph or sentence, the corresponding **parenthetical citation** can be placed after the last interpolation or at the end of the paragraph (but preceding the final period), e.g.:

> The standard approach in cognitive semantics is "to define metonymy in contrast to metaphor by invoking the number of conceptual domains involved in the conceptualization process," even though it is recognized that the notion of "domain" is not unproblematic, since it "is not well defined, neither theoretically nor methodologically" (Geeraerts 2010: 215).

When citing **multiple individual pages of the same source** in the same paragraph/sentence, include a full citation after the first interpolation and indicate the respective page numbers in brackets (without the colon) after each subsequent quotation, e.g.:

> The prototype-based analysis of the concept of contiguity has shown that "traditionally recognized metonymic patterns can be plausibly connected to the categorial centre by means on three interacting dimensions" (Geeraerts 2010: 215): the strength of contact "extends the prototypical core in the direction of containment and proximity" (218); the second dimension "involves a shift from the spatial and the material domain to more abstract ones" (219); and the third dimension involves boundedness of the contiguous entities as "it helps to see how bounded objects can be contextualized as a part of fan unbounded one, or the other way around" (220).

It is, however, advised that you use quotations/paraphrases **sparingly** and not overload your writing with multiple and/or long interpolations.

Should you wish to mention important concepts or ideas which were given to you **verbally**, indicate it as follows in the respective citation: "(Trudgill personal conversation)" or "(Trudgill p.c.)"

If you have further questions regarding in-text citations, please refer to the *Chicago Manual of Style*[16] , since our Chair's style for in-text citations is loosely based on the **Chicago formatting style**; also, see 4.3 below for multiple examples of in-text citations.

4.2. Bibliographical references

Bibliographical references only appear once in your paper; specifically, in the last section, which is titled *References* or *Reference list* (see Section 1 > Element 3 above). These specify the full bibliographical detail of **all and only** the sources that you have cited in the body of the paper.

Our Chair's style for full bibliographical references is close but not identical to the **APA formatting style**. Therefore, if you have any questions about citing less common sources (e.g., DVDs, movies, conference papers, etc.), consult the *APA Publication Manual, 6th edition*[17]. However, do not forget to adapt the information you find in the style manuals to the conventions of our Chair's style (see 4.3 below).

For more information about organizing bibliographical references on the *Reference List*, refer to Section 1 > Element 3 above.

[16] Available at the UP library.

[17] The print version is available at the UP library. A somewhat abridged online version can be found under https://apastyle.apa.org/

4.3 Examples of citations and the corresponding bibliographical references for various kinds of publications

Scientific literature comes in various forms: from articles in scientific journals via books authored by a single person (the so-called monographs) to chapters authored by individual scientist(s) and collected in an edited volume. Depending on the kind of publication that is being cited, specific conventions illustrated below will apply.

4.3.1 Books

- works with one author (a.k.a. monographs)

Surname$_{author}$, Name$_{author}$ (year). *Title of the monograph: Subtitle of the monograph* (if any). Place(s) of publication: Publisher.

- works with two authors

Surname$_{author1}$, Name$_{author1}$ & Surname$_{author2}$, Name$_{author2}$ (year). *Title of the book: Subtitle of the book* (if any). Place(s) of publication: Publisher.

- works with multiple authors

Surname$_{author1}$, Name$_{author1}$, Surname$_{author2}$, Name$_{author2}$, ... & Surname$_{authorX}$, Name$_{authorX}$ (year). *Title of the book: Subtitle of the book* (if any). Place(s) of publication: Publisher.

Parenthetical citation	A "link between wealth and witchcraft" (Wolf & Polzenhagen 2009: 134) becomes manifest in Cameroonian English.
Narrative citation	Wolf and Polzenhagen (2009: 134) discerned a "link between wealth and witchcraft" in Cameroonian English.
Bibliographical reference	Wolf, Hans-Georg & Polzenhagen, Frank (2009). *World Englishes: A cognitive sociolinguistic approach*. Berlin, New York: Mouton de Gruyter.

4.3.2 Chapter/article in an edited book

Some books consist of contributions of multiple authors which are put together and published as one volume by one or several people called editors. If you want to cite an individual chapter of such a book, you must state both the name(s) of the author(s) of the chapter and the editor(s) of the book in which the chapter appeared in the bibliographical reference. In the **in-text citation**, however, only the name(s) of the author(s) of the chapter–not the editors of the book–are featured.

- book with one editor:

Surname$_{author}$, Name$_{author}$ (year). Title of chapter/article: Subtitle of chapter/article. In: Surname$_{editor}$, Initials$_{editor}$. (Ed.). *Title of the edited volume: Subtitle of the edited volume*. Place(s) of publication: Publisher, page range.

- book with multiple editors:

Surname$_{author}$, Name$_{author}$ (year). Title of chapter/article: Subtitle of chapter/article. In: Surname$_{editor1}$, Initials$_{editor2}$ & Surname$_{editor1}$, Initials$_{editor2}$ (Eds.). *Title of the edited volume: Subtitle of the edited volume*. Place(s) of publication: Publisher, page range.

Parenthetical citation	The Arabic Corpus of English and Malay is "derived from the major English and Malay dailies between 2006 and 2013" (Hashim & Leitner 2016: 88).
Narrative citation	For the compilation of their Arabic Corpus of English and Malay, Hashim and Leitner (2016: 88) used "the major English and Malay dailies between 2006 and 2013."
Bibliographical reference	Hashim, Azirah & Leitner, Gerhard (2016). Arabic in contact with English and Malay in Malaysia. In: Leitner, G., Hashim, A. & Wolf, H.-G. (Eds.). *Communicating with Asia: The future of English as a global language*. Cambridge: Cambridge University Press, 85-101.

4.3.3 Article in an academic journal

The difference between articles appearing in academic journals and articles appearing in edited volumes is that a journal is an established periodical publication, which is why only the journal title and the volume/issue number of the journal are specified in the reference–the names of the editors of the journal are not included into the reference (cf. 4.3.2 above)

Surname$_{author}$, Name$_{author}$ (year of publication). Title of the article: Subtitle of the article. In: *Title of the Journal* Volume(Issue), page range.

Note: The volume and issue numbers of the journal are not italicized.

Parenthetical citation	It has been demonstrated that academic texts employ metaphors more frequently than fiction and conversation (Niemi et al. 2013: 239).
Narrative citation	According to Niemi et al. (2013: 237), newspaper texts exhibit a "higher degree of non-literal (mostly metaphorical) use of" body part terms than fiction.
Bibliographical reference	Niemi, Jussi, Mulli, Juha, Nenonen, Marja, Niemi, Sinikka, Nikolaev, Alexandre & Penttilä, Esa (2013). Idiomatic proclivity and literality of meaning in body-part nouns: Corpus studies of English, German, Swedish, Russian and Finnish. In: *Folia Linguistica* 47(1), 237-252.

4.3.4 Website with a known author

Bear in mind that websites should never be cited as sources of theoretical background information in Chapter 2: Literature Review of your paper – you should procure information about linguistic theories from printed scientific sources, i.e., textbooks or publications by trusted scholars. You may, however, cite webpages as sources of data for your study or for other relevant purposes.

Surname$_{author}$, Name$_{author}$ (year of publication/last update). Title of the webpage. Retrieved from http://URL (date of access: year, month day).

Parenthetical citation	Hence, it may be concluded that Luther posted the 95 Theses on the door of the Wittenberg Castle Church in order to spur debate among Christians (Peterson 2006, website).
Narrative citation	Peterson (2006, website) points out that Luther posted the 95 Theses on the door of the Wittenberg Castle Church in order to spur debate among Christians.
Bibliographical reference	Peterson, Susan Lynn (2006). The Life of Martin Luther: Luther the Reformer (1517-1525). Retrieved from http://www.susanlynn peterson.com/luther/reform.html (date of access: 2020, November 27).

The information about the date of publication/last update of a webpage is often given under the "©" sign, usually at the bottom line of the page. If no such date is given, indicate the year of publication in brackets as "n.d.", e.g., Peterson, Susan Lynn (n.d.). The life of Martin…

4.3.5 Website with an unknown author

Title of the webpage (year of publication/last update/n.d.). Name of website. Retrieved from http://URL (date of access: year, month day).

Parenthetical citation	In contrast to the term dialect, which has been increasingly used to refer, in a pejorative manner, to "the language […] spoken by the older rural (male) population," the term variety is more neutral (Studying Varieties of English, website).
Narrative citation	---
Bibliographical reference	Studying Varieties of English (2020). Linguistic terms and varieties of English, website. Retrieved from https://www.uni-due.de/SVE/VE_Terminology.htm (date of access: 2020, November 27).

Webpages without authors should be treated extremely cautiously. Never use these as a source of theoretical information for your literature review section (see Section 1 > Element 2 above). You can, however, cite such webpages as sources of raw data for your analysis.

5. Final Remarks

Revise your text thoroughly before you submit it. Make sure that there are **no grammatical** or **orthographical mistakes** or **typos** in your text (if necessary, try to have your text proofread by a native speaker). Ascertain that the **format** and **layout** of your paper are **consistent** and that there are no typographical inadequacies like "orphans" ("Schusterjungen") or "widow lines" ("Hurenkinder").

References

Baider, Fabienne & Gesuato, Sara (2003). Masculinist metaphors, feminist research. In: *The Online Journal Metaphorik.DE 5*, 6–25.

Fenigsen, Janina. (2007). From Apartheid to Incorporation: The Emergence and Transformations of Modern Language Community in Barbados, West Indies. In: *Pragmatics* 17(2), 231–261.

Geeraerts, Dirk (2010). *Theories of Lexical Semantics*. Oxford: Oxford University Press.

Kay, Christian & Allan, Kathryn (2015). *English Historical Semantics*. Edinburgh: Edinburgh University Press.

Kiełtyka, Robert (2016). *Various faces of animal metaphor in English and Polish*. Frankfurt am Main: Peter Lang.

Lawrence, Elizabeth A. (1995). Symbolism: The sacred bee, the filthy pig, and the bat out of hell: Animal symbolism as cognitive biophilia. In: Kellert, S.R. & Wilson, E. O. (Eds.). *The biophilia hypothesis*. Washington DC: Island Press, 678–763

Liddicoat, Anthony J. (2011). *An introduction to conversation analysis*. London ; New York: Continuum.

Mair, Christian (2007). British English/ American English grammar: Convergence in writing – divergence in speech? In: *Anglia 125*(1), 84-100.

O'Brien, Gerald (2003). Indigestible food, conquering hordes, and waste materials: Metaphors of immigrants and the early immigration restriction debate in the United States. In: *Metaphor and Symbol 18*(1), 33–47.

Tagliamonte, Sali A. (2006). *Analysing Sociolinguistic Variation*. Cambridge: Cambridge University Press.