TERM PAPER WRITING CONVENTIONS: BACHELOR'S DEGREE STUDY PROGRAMME
ENGLISH, EUROPEAN LANGUAGES AND BUSINESS STUDIES

PROCESS OF WRITING

Writing a term paper prepares you for writing a Bachelor's Thesis. The term paper is written in English, with a theme falling within one of the following fields:

❖ English Language (Phonetics, Morphology, Grammar, Syntax, etc.)

❖ English Language Acquisition

❖ English Language Use in Communication

❖ Literature in the English Language (only for students in English Language and English-Scandinavian Languages modules)

❖ Cultural Studies

❖ Translation and Interpreting

The list of themes is available at the programme coordinator's at the beginning of September/February, but you may propose your own theme. The proposed theme must be discussed with a potential advisor and approved by the end of June.

The process of writing the term paper comprises several stages, namely:

1. Choosing the theme of the term paper and contacting the advisor.

2. Discussing the contents with the advisor and approving the plan.

3. Submitting the theoretical part of the term paper to the advisor.

4. Submitting the first draft to the advisor.

5. Uploading the final copy in e-studies.

6. Defending the term paper.

Each stage has to meet the deadline specified at https://www.hzf.lu.lv/en/studies/research-papers/, and it is your responsibility to plan the work, search for relevant literature, organise and edit the term paper according to these Conventions. We advise that you keep a copy of every submitted draft of your term paper.

ORIGINALITY AND AVOIDING PLAGIARISM

The term paper aims at extending your expertise with the knowledge gained in the process of your independent research, and, as such, the term paper should be an original synthesis based on the interpretation of the collected data.

To avoid plagiarism, any theories, ideas and data used in your research have to be duly acknowledged with references (see the section on references below). Unacknowledged sources amount to plagiarism, and detected plagiarism severely affects the assessment of the term paper and may even lead to the requirement to start a new term paper.

The use of the artificial intelligence tool has to be cited in the paper. Always check with the advisor for what purpose you are permitted to use AI in your research.

LENGTH OF THE TERM PAPER

The volume of the term paper is **from 8,000 to 10,000 words**, with the word count indicated at the end of the list of references. The limits of length **include** the introduction, chapters, conclusions and theses, but **exclude** the acknowledgements, *anotācija*, abstract, list of abbreviations and acronyms, list of references and appendices.

INFORMED CONSENT

If your research involves participants, e.g. respondents in interviews and questionnaires or students in pilot teaching, informed consent in a written form has to be obtained BEFORE starting any research activities. The following steps should be taken to obtain it:

1. A free-form application to the programme director and the academic advisor is filed out with a request to grant permission to start research activities that involve the research participants.

2. An informed consent statement should be placed either in the introductory section of the questionnaire or on a separate participant information sheet.

3. Informed consent requires researchers to ensure the following factors:

a) when participants or their guardians give their formal consent, they are aware of the nature and the aim of the research,

b) they are aware of how the data they have provided will be used and shared.

4. Informed consent should also include information about:

a) whether the data will or will not be anonymized,

b) how the data will be protected from theft and misuse,

c) how present or future researchers might apply the data.

5. If your research involves the collection of research participants' personal data, additional consent for such data processing is to be obtained. This type of information is provided in the form of a written participant information sheet along with a consent form to be signed to stipulate the research participants' agreement has been reached.

STRUCTURE OF THE TERM PAPER

The term paper comprises:

- ❖ Title Page (see Appendix 1)
- ❖ Acknowledgements (optional)
- ❖ Declaration of Academic Integrity (see Appendix 2)
- ❖ Anotācija
- ❖ Abstract
- ❖ List of Abbreviations and Acronyms (optional)
- ❖ Contents (see Appendix 3)
- ❖ Introduction
- ❖ Chapters
- ❖ Conclusions
- ❖ Theses
- ❖ References
- ❖ Glossary (optional)
- ❖ Appendices

ABSTRACT / ANOTĀCIJA

The length of the abstract does not exceed 850 characters with spaces. *Anotācija* is a precise translation of the abstract.

The one-paragraph abstract comprises:

- ❖ background of the research or its topicality
- ❖ research goal
- ❖ research methods
- ❖ main results and conclusions

The abstract is followed by 4-8 key words, which are words or phrases representing the main concepts of your research. For example,

Key words: essay writing, argumentative essays, coherence, organisational patterns

CONTENTS

The table of contents is designed automatically (see Appendix 3).

INTRODUCTION

The introduction comprises the following information:

❖ a statement of the problem and importance of the theme

❖ a brief comment on previous research on the theme

❖ the **goal** of the research (specific, not general)

❖ **research questions** <u>or</u> the **hypothesis** derived from the goal
   Note: The proposed hypothesis should not be axiomatic, i.e., self-evident and in no need of proof or explanation.

❖ **enabling objectives** or tasks to achieve the research goal that comprise but are not limited to:
   1. to read and analyse theories / theoretical literature on … (*name them*)
   2. to apply the developed theoretical framework to … (*state the research goal*)
   3. to implement … (*state the necessary research activities to achieve the goal, e.g., to analyse metaphors in the chosen articles, to design a test*, etc.)
   4. to draw conclusions

❖ **research methods:**
   ➢ **theoretical research method(s),** e.g., analysis of theories
   ➢ **empirical research method(s),** e.g., discourse analysis, genre analysis, stylistic analysis, etc. and **data collection technique(s) or tool(s)** (if used), e.g., tests, interviews

❖ main scholars whose theories are used in the research

❖ a short summary (1-2 sentences) of each chapter

Note: A well-structured introduction ensures good reception of the paper!

CHAPTERS

The body of the paper presents a literature review and empirical research, and it is organised in chapters and subchapters, each provided a heading. The aim of the literature review is to demonstrate your knowledge of the previous research on the theme and to provide theoretical background for addressing your own researched problem. The empirical part comprises the methodology section including the description of the selected research method(s), description of participants (if applicable), data collection tools and/or collected data (corpus), research procedure as well as sections on the obtained results and their discussion. Each chapter starts with a paragraph long introduction and concludes with a paragraph that briefly summarises the findings of the chapters and draws conclusions. To create a strong link to the next chapter, a transitional paragraph can be added.

CONCLUSIONS

This section restates the research goal, generalises on the main findings of the theoretical and empirical investigation, describes practical implications, outlines limitations of the study, and sets directions for future research.

THESES

Theses are the most significant theoretical and empirical findings presented in brief and general statements. A regular term paper requires seven to twelve theses.

REFERENCES

The list of references lists all the sources – books, scientific papers, journal articles, etc. – used and referred to in the term paper. The entries on the list are numbered and arranged in alphabetical order, first listing references in Latin characters, followed by titles in Cyrillic characters.

Unauthorised websites as well as websites that can be altered by anyone and not protected by copyright are put on a separately numbered list of **Online sources**.

See examples of references by type below.   .

❖ **Book by one author**

Name of author   Year of publication   Title   Place of publication   Publisher

Cook, G. (1989) *Discourse.* Oxford: Oxford University Press.

Porte, G. K. (2010) *Appraising Research in Second Language Learning: a practical approach to critical analysis of quantitative research*, 2nd ed. Amsterdam and Philadelphia: John Benjamin Publishing Company.

❖ **Book by several authors**

Note: The names are given in the same order as they are on the title page.

Swales, J. M. and Feak, C. B. (1994) *Academic Writing for Graduate Students. A Course for Nonnative Speakers of English.* Ann Arbor: University of Michigan Press.

❖ **Book with an editor**

Celce-Murcia, M. (ed.), (2001) Teaching English as a Second or Foreign Language. Boston: Heinle & Heinle.

❖ **Chapter or article in an edited collection**

Coady, J. (1979) A psycholinguistic model of the ESL reader. In R. Mackay, B. Barkman and R. R. Jordan (eds.) *Teaching Reading Skills* (pp. 219-223). London: Longman.

❖ **Dictionaries and encyclopedias**

Longman Dictionary of English Language and Culture (1992) Essex: Longman.

❖ **Doctoral dissertations**

Thompson, P. (2001) *A Pedagogically-Motivated Corpus-Based Examination of PhD Theses: Macrostructure, Citation Practices and Uses of Modal Verbs.* Unpublished doctoral dissertation. Reading: University of Reading.

❖ **Government and legal documents**

Department of the Environment (2013) *Clean Air*. Available from http://www.environment.gov.au/cleaner-environment/clean-air.html [Accessed on 5 November 2021].

Child Safety Legislation Amendment Act 2005 (Qld).

❖ **Journal article**

Name of author   Year of publication   Title   Journal   Volume Number/issue Page numbers

Brown, B. (1994) Reading for research. *Journal of Education*, 1 (1): 21-24.

Note: References to different items by the same author in the same year have letters a, b, etc. added to the year; for example,

Monaghan, J. and Ellis, A. W. (2002a) What, exactly, interacts with spelling-sound consistency in word naming? *Journal of Experimental Psychology: Learning, Memory & Cognition*, 28: 183-206.

Monaghan, J. and Ellis, A. W. (2002b) Age of acquisition and the completeness of phonological representations. *Reading and Writing*, 15: 759-788.

❖ **Online sources (1)**

Online sources are referred in the same way as printed sources, but added their URL (Internet address) after *Available from*, and the date when they were viewed or downloaded after *Accessed on* in square brackets; for example,

> Brown, B. (2003) *Research*. London: University of London. Available from http://www.oup.com/elt/global/ [Accessed on 2 January 2021].

> Kelly, P. (2010) Labor leadership change rewrites rulebook. *Australian*, 24 June. Available from http://www.theaustralian.com.au/news/opinion/labor-leadership-change-rewrites-rulebook/story-e6frg74x-1225883864100 7 [Accessed on 7 July 2021].

Note: If there is no publishing date, n.d. is written instead of the year, for example, Streefkerk, R. (n.d.) APA citation guidelines. *Scribbr*. Available from https://www.scribbr.com/category/apa-style/ [Accessed on 7 October 2022].

❖ **Online sources (2)**

A separate list of **Online sources** is numbered anew in order of the source appearance in the text, for example,

1) [Online 1] Available from http://www.oup.com/elt/global/ [Accessed on 2 January 2021].

❖ **Magazines and Newspapers**

> Kelly, P. (2010) Labor leadership change rewrites rulebook. *Australian*, 24 June. Available from http://www.theaustralian.com.au/news/opinion/labor-leadership-

change-rewrites-rulebook/story-e6frg74x-1225883864100 7 [Accessed on 7 July 2021].

❖ **Films**

Harry Potter and the Chamber of Secrets (2002) [Film] Directed by: Chris Columbus. USA: Warner Brothers.

Other relevant details can be added, for example,

Pride and Prejudice (1995) [Film] BBC/A&E mini-series, (300 min). Directed by Simon Langton; Screenplay by Andrew Davies.

❖ **DVD and video**

Life of Campus (2006) [DVD] London: Imperial College London.

Fragile Earth, 5 (1982) *South American Wetland: Pantanal.* [Video: VHS]. Henley: Watchword Video.

If the Video/DVD publication year is different from the film release year, then the year of publication is also indicated in the square brackets. If the producer (here the manufacturer of the disc) differs from the original producer, this information is mentioned as well; for example,

Pride and Prejudice (1995) BBC/A&E mini-series, 6 parts (300 min). [DVD 2002, AVG Videos]. Directed by Simon Langton; Screenplay by Andrew Davies.

❖ **TV recordings**

World in action (1995) *All Work and No Play.* [Video: VHS]. London, ITV, 21st January 1996.

❖ **CD-ROMs**

CD-ROM entries usually start with the author or editor or the title of a particular text: James, A. (2002) Heart attack. *Encyclopaedia Britannica.* [CD-ROM]. London: Encyclopaedia Britannica.

❖ **Analysed texts**

For the analysed texts, the list of references has a separate heading **Analysed texts**, aligned left, 12 pt. Each item starts with the acronym chosen by you (e.g., T1, A1, etc.).

A sample of the list of references is provided below.

References

1) Flower, R. (1991) *Language in the News: Discourse and Ideology in the Press.* Abingdon: Routledge.

2) Julian, P. M. (2011) Appraising through someone else's words: The evaluative power of quotations in news reports. *Discourse & Society,* 22 (6): 766–780. Available from https://journals.sagepub.com/doi/10.1177/0957926511411697 [Accessed on 12 February 2020].

3) …

Online sources

1) [Online 1] Available from https://www.cambridge.org/core [Accessed on 12 February 2020].

2) …

Analysed texts

1) [T 1] Elliot, L. (2019) George Soros: China is using tech advances to repress its people. *The Guardian*, 24 January. Available from https://www.theguardian.com/business/2019/jan/24/george-soros-china-using-tech-advances-to-repress-its-people [Accessed on 12 February 2020].

2) [T 2] Graham, R. (2017) Global press freedom plunges to worst level this century. *The Guardian*, 30 November. Available from https://www.theguardian.com/media/2017/nov/30/press-freedom-at-all-time-low-journalist-safety-article-19-v-dem-study [Accessed on 12 February 2020].

APPENDICES

Appendices include materials relevant to the research but too voluminous to appear in the body of the term paper, such as, for example, text corpora, questionnaires, used or designed language acquisition materials, visual aids, less important tables and figures, and other kinds of illustrative materials. Appendices are provided with appropriate headings and numbered, for example,

Appendix 1: Lesson Plan

GLOSSARY (optional)

A glossary is compiled of the definitions of key terms if they are

- ❖ often used ambiguously in the research area
- ❖ too general and in need to be specified

FORMATTING

The text is formatted according to the following requirements:

- ❖ A4 paper, 2.0 cm top, bottom, and right margins, and 3.0 cm left margin
- ❖ main text: Times New Roman, 12 pt. regular, aligned left, indent 1.5 cm (except the first paragraph), 1.5 spaced, no extra space between paragraphs
- ❖ headings: Times New Roman, 14 pt. bold, centred, title case
- ❖ subheadings: Times New Roman, 12 pt. bold, aligned left, sentence case
- ❖ long quotations: Times New Roman, 12 pt. regular, single spaced, 1-cm indented
- ❖ captions and text of tables and figures: Times New Roman, 11 pt. regular, single spaced
- ❖ footnotes (better avoided): Times New Roman, 10 pt. regular
- ❖ page numbers: Times New Roman, 12 pt. regular, centred (see Appendix 4). The numbering starts with the list of abbreviations and acronyms (if any) or the introduction.
- ❖ if required, printed single sided

Chapters and subchapters

Each chapter starts on a new page and contains at least two subchapters, if used. Headings are written in title case and subheadings in sentence case, both in bold and without a full stop at the end. Subchapters do not start on a new page, but an empty line is left before and after each subheading.

Abbreviations and acronyms

The first time an abbreviation or an acronym is used, the term is spelt out in full, with the abbreviation/acronym shown in brackets immediately afterwards, e.g., English for Specific Purposes (ESP). Further on, only the abbreviation/acronym is used.

Tables and figures

Tables are referred to as *Tables*, while anything pictorial (be it a graph or a photograph) is called a *Figure*. Tables and figures are similarly numbered by chapter and with no reference to subchapters. Thus, the first figure (even if it is the only one) in chapter two will be Figure 2.1, the first table in chapter two – Table 2.1, the second table – Table 2.2, and so on. If the fourth table/figure is inserted in subchapter 3.1.1, it will still be Table 3.4 / Figure 3.4.
Note: In captions, the words *Table* and *Figure* are written in italics whereas they are regular in the text (e.g., Table 1.1 presents the findings…). The caption itself is in bold, with table captions written above and figure captions written below the representation (see the examples below).

Table 1.1 **Linking words and phrases** (Swales and Feak, 1994: 22)

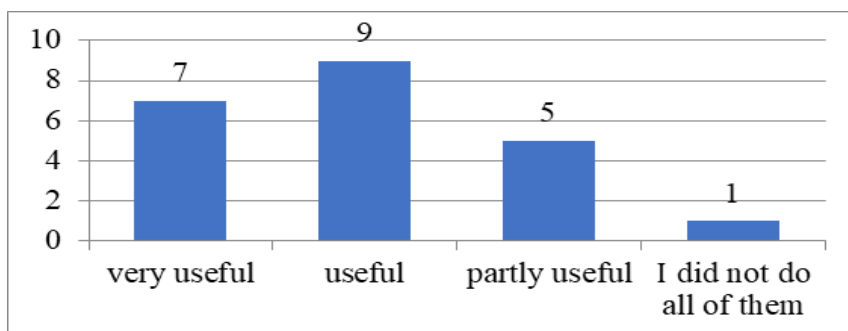| Heading	Heading
Text	Text

Figure 1.1 **The students' opinion on the use of the tasks (N of students)**

In-text citations

❖ **Quoting, paraphrasing and summarising** words or ideas, the author(s)'s surname(s), the year of publication and the page number(s) are credited, e.g.,

- 'The study of "speaker meaning" is called pragmatics' (Yule, 1996: 3).
- '[…] "All my books investigate the end of Eden and the possibility of its reconstruction"' (Doucornet, 1999: 3, quoted in Trendel, 2013: 106).
- 'The learners' results, rather than being limited to a numeric grade, provide meaningful feedback and promote learning' (Brown and Hudson, 1998, discussed in Czura, 2013: 22).

❖ If there are **more than three authors**, all their names appear when a reference to the source is made for the first time. Then, only the first author is mentioned followed by *et al.*, for example, (Ding et al., 2018)

❖ If a reference is made to **two different items by the same author in the same year**, *a* or *b* is added to the year, for example, (Ellis, 2002a, 2002b).

❖ If **more than one source** is cited, they are placed in chronological rather than alphabetical order.

A number of research studies have been conducted into the effect of motivation on language acquisition (Smith, 1995; Brown, 1997; Anderson, 2002).

If more than one work by the same author is cited, the name is followed by all years of their publications, for example, (Ellis, 1998, 2011).

❖ If a quotation is translated, the translator's name is mentioned in brackets (e.g., translated by Ozols). If the translation is done by you, write 'translated by the author' instead.

- ❖ If there is **no publishing date**, n. d. is written instead of the year, for example, (Brown, n. d.: 5).

- ❖ If reference is to **the whole work**, a page number is not necessary.

  Stern (1983) argues that the language user knows the rules governing his native language.

- ❖ If a reference to a **course book is made** in the body of the text and its title is long, then the first three words are cited which are followed by three dots.

- ❖ When a **literary work** is first introduced in the text, the title and the author are mentioned, but the publication date may be omitted. Referring to the book under analysis, only page numbers are used.

- ❖ For a text produced by an **organisation**, the name of the organisation (the corporate author) is used instead of the author's surname, for example, (Ministry of Education and Science, 2021).

- ❖ If the author of a **video/audio recording** is not known, the title and the year of release are cited.

  World in Action (2002) depicts …

- ❖ The beginning of the **exact scene** is indicated by adding minutes and seconds.

  'Mrs. Bennet: You should have seen how handsome and elegant he is!' (*Pride and Prejudice*, 1940: 5' 02").

- ❖ **Short quotations** are incorporated into the text.

  According to Jordan, 'It is important to acknowledge the source of the quotations; otherwise, you may be accused of plagiarism' (Jordan, 2001: 98).

  Note: When quoting, single quotation marks are used. When the quoted material contains yet another quotation, the second quotation is enclosed in double quotation marks, e.g.,

  Bach and Harnish (1982: 188) argue that '"speak colloquially" is almost as empty as "speak idiomatically" is obscure if it has nothing to do with using idioms'.

- ❖ **Longer quotations** (more than three lines in length) are set out separately. They are single-spaced and indented from the left-hand margin by 1 cm and written without any quotation marks, e.g.,

  Jordan considers that

  > the *main features* [italics added] of academic writing are as follows: it is formal in an impersonal […] style (often using impersonal pronouns and phrases and passive verb forms); cautious language [may, might, would, can, could, seem, appear a. o.] is frequently used in reporting research and making claims. (Jordan, 2000: 88)

❖ To add words to an original quotation, square brackets are used. An ellipsis in square brackets, i.e. […], is used to show that part of the quotation has been omitted.

❖ To refer to a **website without the author and the title**, the word Online and the source number in the order of its appearance in the text is used, for example,

> A number of research studies have been conducted into the effect of motivation on language acquisition (Online 3).

❖ To refer to a website with an author, but no page numbers, Online is written instead of the page numbers, for example, (Brown, 2010: Online), (Brown, n.d.: Online).

❖ **ibid.** *is used* to avoid repeating the author's or source name if the same page of the same source is referred to several times in a row, for example,

> Quotations are the exact words of the author, which are accurate, with the same punctuation and spelling (ibid.).

Note: If the page number is different, it is added as in, for example, (ibid.: 1-2).

❖ In order to cite the analysed texts, acronyms may be used after they are properly introduced; for example,

> Thirty articles (henceforth As) were chosen for analysis. The volume of A1 and A2 was….

❖ Similarly, all sample sentences are introduced first, for example,

> As shown in Example 1 (henceforth E1), the link verbs were used most frequently (15 instances out of 30) in the present simple tense:

> [1] She*'s* a very charming and pretty girl. [A1]

❖ To highlight key words in samples or terms in a text, *italics* is used.

Appendix 1: Title Page

UNIVERSITY OF LATVIA

FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH STUDIES

[16 pt., centred]

TITLE IN ENGLISH

TITLE IN LATVIAN

[18 pt., bold, centred]

TERM PAPER [16 pt., centred]

English Philology BSP/

English, European Languages and Business Studies BSP

Group…. student

Name Surname

Matriculation card No. ….

Adviser: prof./assoc. prof./assist. prof./lect. Inta Liepa

[14 pt., bold, align right]

Riga 2024

[16 pt., centred]

Appendix 2

Declaration of Academic Integrity

I hereby declare that this study is my own and does not contain any unacknowledged material from any source.

Date:

Signature:…………….. (Name Surname)

Appendix 3: Contents Page (designed automatically)

Contents

Conventions approved by:

The Department of English Studies

20 February 2024