

DAUGAVPILS UNIVERSITY

THE FACULTY OF THE HUMANITIES
The English Philology Department

**GUIDELINES ON WRITING
A TERM PAPER,
A BACHELOR PAPER,
A MASTER PAPER**

Compiled by
Larisa Sardiko



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The present book is meant to help the students of the Faculty of the Humanities majoring in English to organize their research and to write a research paper. It contains recommendations and samples of research papers.

Šī grāmata domāta kā palīglīdzeklis Humanitārās fakultātes studentiem, kuri specializējas angļu filoloģijā, viņu zinātniskās izpētes organizēšanā un zinātniskā darba uzrakstīšanā. Grāmatā arī iekļauti ieteikumi un zinātnisko darbu paraugi.

Reviewers: Dr. Paed., doc. **Biruta Kalniņa**,
Dr. Paed., doc. **Ludmila Rumjanceva**

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“Do not worry. You have always written before and you will write now. All you have to do is just to write one sentence. Write the truest sentence that you know”. So finally I would write one true sentence, and then go on from there. It was easy then because there was always one true sentence that I knew or had seen or had heard someone say.

Ernest Hemingway
“A Moveable Feast”

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INTRODUCTION

The present guidebook is meant for the students of the DU Faculty of the Humanities majoring in English who, according to the study programme, have to devise a term paper and a bachelor paper, as well as for post-graduate students of a master course. The three types of papers are described in one guidebook because they share a common procedure and principles of work and have a common structure. They only differ in the degree of research independence, in the depth of treating the theme, in the volume of paper and in the number of sources used for making a research. The specific features of each paper will be considered separately.

The guidebook is aimed at providing the students with the necessary information on how to document their research in a research paper. It contains the samples of the paper structural elements, the tips on style and language to be used, text organization, documenting sources and avoiding plagiarism, integrating tables and diagrams. The references to other chapters are found throughout the guidebook, so that you could easily find more information on the questions connected with the process of writing a research paper whenever they appear.

The guidebook also informs about the terms and regulations of submitting a ready paper, the defence procedure and the paper assessment criteria.

Chapter 1

AIMS AND OBJECTIVES OF WRITING A RESEARCH PAPER

Writing a research paper is an integral part of the study programme of any academic educational institution. Its **aim** is to develop students' abilities of scientific research and to foster their creativity and independent learning skills.

The **objectives** are to develop the following skills:

- in-depth study of a selected topic
- orientation in the literature on the subject
- logical organization of ideas
- formulation of arguments
- analysis and synthesis
- planning and implementation of a research experimental part
- data gathering, processing and analyzing
- making conclusions.

The English Department (the Faculty of the Humanities) undergraduate and post-graduate students of the philology master course are advised to choose the themes for their research papers in the following areas of philology:

- aspects of translation
- British/American Literature
- British/USA/English-speaking world culture/history
- comparative vocabulary/grammar studies
- conversational grammar
- history of language
- intercultural communication issues
- lexicology (semantics, phraseology, semiotics)
- linguistics
- phonology
- sociolinguistics
- stylistics
- theoretical grammar

The post-graduate students of the EFL teaching/learning methodology master course are advised to choose the themes for their research papers on the following topics in the field of the EFL teaching/learning methodology and education:

- language teaching and learning
- history of methodology
- theories, approaches and methods of teaching and learning a language
- interactive language learning
- language learning skills
- teaching the aspects of language
- peculiarities of teaching different age pupils
- teaching in a multilevel and/or multicultural classroom
- learner autonomy
- new technologies and language teaching/learning
- humanistic approaches to language teaching.

Chapter 2

GENERAL FEATURES AND REGULATIONS

“Writing a library research paper is much like writing an ordinary essay. Both involve choosing a topic, asking questions to define and develop it, gauging the audience, finding a thesis, outlining the paper, writing it, and revising it. What makes a research paper different is that much of its material comes not from your own head but from printed sources, chiefly books and periodicals”.

(Heffernan & Lincoln 1990: 495)

Term Paper

Term paper is to be written by the 2nd year students. It is based on an independent research into one of the themes either suggested by the student or by the supervisor. In a term paper a student should demonstrate his/her ability of finding the relevant sources, selecting, eliciting and logically organizing the information on the topic, data gathering, processing, summarizing and analyzing. The required amount of words is 9000–12000 (30–40 pages) without appendices. The number of bibliography sources used for devising a term paper is about 8–10. The proportion of the theoretical part and the practical implementation or research is 1 to 2. The practical part may be based on one of the following:

- processed and analysed interviews and/or questionnaires
- collected, systematized and classified examples of linguistic items/phenomena and their interpretation
- exercises for higher/secondary school students based on the materials on culture, literature, history found by the author
- analysis and interpretation of tables devised by the author
- descriptions and interpretation of cases for studies (e.g. intercultural communication)

- stylistic analysis of literary sources
- comparative analysis of different translation versions of one and the same literary work.

The time of writing a term paper is fixed from September till April 15.

Bachelor Paper

A bachelor paper is to be written by the 3d year students. Like a term paper, it is based on an independent research into one of the themes either suggested by the student or by the supervisor. It could be a further development of the theme researched for writing a term paper. In addition to the abilities and skills necessary for devising a good term paper (see above), a bachelor paper should contain an element of novelty and in it a student should demonstrate the ability of asking a research question/questions, formulating and defending the theses. The required amount of words is 16500–18000 (55–60 pages) without appendices. The number of bibliography sources used for devising a bachelor paper is about 18–25. The proportion of the theoretical part and the practical implementation or research is 1 to 1. The exception may be the fields with the dominant practical research: e.g. Conversational Grammar, Comparative Studies of Languages etc.

The practical part may be based on one of the following:

- processed and analysed interviews and/or questionnaires
- collected, systematized and classified examples of linguistic items/phenomena and their interpretation
- a system of exercises for higher school students based on the materials on culture, literature, history found by the author, tested in the group of their peers and provided with the analysis of the participants' feedback
- analysis and interpretation of tables/charts/graphs devised by the author
- descriptions and interpretation of cases for studies (e.g. intercultural communication)

- stylistic analysis of literary sources
- comparative analysis of different translation versions of one and the same literary work
- recommendations/tips for the target audience devised by the author on the basis of the research findings.

The time of writing a bachelor paper is fixed from September till May 15.

Master Paper

A master paper is to be written by the 2nd year students of a master course programme. It is certainly based on an independent research into one of the themes suggested, in the majority of cases, by a master student. It could be a further development of the theme researched for writing a bachelor paper. In addition to the abilities and skills necessary for devising a good term paper and bachelor paper (see above), in a master paper a student should demonstrate an analytical approach to the theoretical sources studied; independence and originality of thinking; the ability to use a variety of research and data gathering methods and to provide a theoretical substantiation for the methods used. The required amount of words is 19500–27000 (65–90 pages) without appendices. The number of bibliography sources used for devising a master paper is about 35–40. The proportion of the theoretical part and the practical implementation or research is 1 to 1. The exception may be the fields with the dominant practical research: e.g. Conversational Grammar, Comparative Studies of Languages etc.

The practical part for a master paper **in Philology** may be based on one of the following:

- processed and analysed interviews and/or questionnaires
- collected, systematized and classified examples of linguistic items/phenomena and their interpretation
- comparative analysis and interpretation of tables/charts/graphs devised by the author

- descriptions and interpretation of cases for studies (e.g. intercultural communication)
- stylistic analysis of literary sources
- comparative analysis of different translation versions of one and the same literary work
- recommendations/tips for the target audience devised by the author on the basis of the research findings.

The practical part for a master paper **in EFL Teaching/Learning Methodology** may be based on one of the following:

- a system of exercises/practical tasks for school tested at school and supplied with the analysis of results and pupils' feedback
- teaching aids devised by the author, tested at school and supplied with the analysis of teachers and/or pupils' feedback
- recommendations for teachers and/or pupils on how to more effectively work on a theme, skill, language item
- lesson plans devised by the author, tested at school and supplied with the analysis of teachers and/or pupils' feedback

The time of writing a master paper is fixed from September till May 15.

Chapter 3

PLANNING A RESEARCH PAPER

Stages of a Research Process

- **Select an area of interest for research**, e.g.
 - comparative analysis of any field of linguistics (phonology, morphology, syntax, semantics, semiotics, pragmatics, psycholinguistics, sociolinguistics);
 - literary works of one author;
 - the analysis of a literary genre represented by different authors (for more information see Chapter 2 *General Features and Regulations*).

- **Focus on one aspect of the area; limit your topic by time/place**, etc.

e.g. “Bilingualism of Pre-School Age Children in the Families of Latvia”

- **Set out the aims and the objectives of your research.**

e.g. Aim: to examine the concept of bilingualism and to determine the main factors that contribute to the development of early bilingualism.

Objectives:

- study and analysis of literature on the phenomenon of bilingualism and child development
- observation and study of bilingual families
- summary of children’s bilingual development positive experience
- study of the factors favourable for child’s bilingual development
- devising recommendations for bilingual development of pre-school age children in a family.

- **Formulate a research question that focuses on one aspect of your topic.**

e.g. What makes the development of pre-school children's bilingualism most favourable?

– **Formulate a *hypothesis* – a possible answer to your research question or expected results of your research.**

e.g. The development of pre-school children's bilingualism is most favourable if a child finds him/herself in a language environment and his/her parents' motivation for their child's bilingual development is high.

– **Make an outline of your future research paper.**

Steps of Outlining (Majers 1997: 183)

- selecting a topic
- selecting your points
- grouping/classifying your points
- rearranging the points into a system (logical structure)
- putting the points into sentences
- deciding about the main things you are going to say
- putting down the headings
- developing the headings into thesis sentences
- enlarging upon your points.

– **Find, select and evaluate the relevant sources.**

Guidelines for Evaluating Sources (Trimmer/McCrimmon 1988)

- The source should be relevant.
- The source should be current.
- The source should be comprehensive.
- The source should direct you to other sources.

Short Cuts for Evaluating Sources (Trimmer/McCrimmon 1988)

- Locate annotated bibliographies
- Read book reviews.
- Obtain the advice of experts.
- Review the table of contents.
- Read the introduction.
- Browse through the index.

– **Take notes as you are reading the sources.**

Tips to remember when taking notes (Majers 1997)

- write notes on separate cards

- give a heading
- indicate the bibliographic source precisely
- provide the note with a response (question or statement)

Steps of taking notes (Maijers 1997)

- read the text for a general idea
- read the text again and select the most important ideas
- arrange ideas together in blocks of information
- check whether you have quoted the ideas precisely with quotation marks and indicating pages
- note these ideas in your words but do not try to paraphrase specialized vocabulary
- note bibliographic information
- give your response

(See Chapter 5 *Documenting Sources* for the examples of notes)

- **Select methods of research and data collection to test your hypothesis.**

e.g. literature study, case study, action research, experiment, survey, comparative analysis of literary sources, observation, self-observation, questionnaire, interview, evaluation, videotaping, attitude inventories, psychological tests, photographs etc.

(For more information and definitions see “*Methods of Research, Data Collection and Interpretation*” below).

- **Select modes of recording the data: diaries and journals, field notes, reviews, reports.**

(For more information see *A Report Sample*, Chapter 6 *Structural Elements of a Research Paper. Practical Part*).

- **Record, process and summarize the data: charts, comparative analyses, graphs, tables.**
- **Interpret the data.**
- **Revisit your outline of the future paper.**
- **Review your notes.**
- **Make the first draft.**
- **Edit and proofread.**
- **Make the second draft.**
- **Write the final version.**

Methods of Research, Data Collection and Interpretation

Adapted from: Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.

- | | |
|------------------|---|
| A. Abstract | Brief version of summary of an article, talk, thesis research paper, etc. |
| B. Analysis | Process by which research data are examined and conclusions are drawn; report on this process |
| C. Case study | An in-depth study of one particular subject (pupil, student, teacher, class) |
| D. Criterion | Standard by which something can be evaluated or judged |
| E. Evaluation | Process of assessing the worth or value of something |
| F. Diary | Private account of person's actions, thoughts and feelings |
| G. Data | Observations or information, which can be used for research and are available as the results of research |
| H. Field notes | Written comments made in the course of professional action |
| I. Journal | Shared account of a person's actions, thoughts and feelings |
| J. Experiment | Investigation conducted under controlled circumstances, usually involving subjecting someone or something to some kind of treatment and measuring the results |
| K. Questionnaire | Form on which there is a set of questions to be answered by a number of people |

- L. Research Form of investigation in which data are collected and analysed
- M. Verbal report Account given by an individual of their thought processes, feelings, ideas, etc.
- N. Survey Method of getting information on certain selected topics from a large number of people (often taken at random)

Chapter 4

WRITING A RESEARCH PAPER

Language and Style

- Use academic style and formal language.
- Stick to the key terminology and do not vary the terms used to avoid ambiguity, e.g.: use *idiomatic expressions* (instead of referring to the same as *idioms*, *phraseologies* or *phraseological units*).
- Avoid
 - heavy, long-winded style of writing,
 - colloquial expressions, e.g. *lots of*, *kind of*, *sort of*, *pretty enough*
 - contracted forms, e.g. *it's*, *don't*, *he's*, *aren't*
 - clichés, e.g. *as far as I know*, *it is common knowledge that*
 - emotional and subjective language, e.g. *the theme is fascinating*; *I was overwhelmed by the findings*
 - personal pronouns, e.g. *I/me*, *you*, *we*.
- Use neutral style: the passive voice, the words *the author of the paper* instead of a personal pronoun, e.g. *Three classifications of idiomatic expressions are characterized in the paper. The author of the paper accounts for the selection of examples (see p. 12).*
- Proofread and edit your draft versions to achieve accuracy. One of the demands to a research paper is a high standard of grammar, spelling, punctuation and typing. Your paper should be grammatically, lexically and stylistically well performed.
- Use standard abbreviations in your writing, such as *i.e.*, *etc*, *e.g.*, *OHP*
- Make a list of abbreviations you have created yourself and are using in your paper, e.g. *BE – bilingual education*, *IE – idiomatic expressions*, *LI – lexical items*, *etc.*
- Write in short simple sentences.

- If you organize the information into a list, make it uniform in structure and content (for the example and explanation see Chapter 6 *Practical Part. Presentation of Gathered, Processed and Interpreted Data*).

Text Organisation

- Write your paper in continuous prose, not as notes.
- Plan the organisation of a paper before you begin to write it. Make an outline of your future paper before you start research into the topic (for more information see Chapter 3 *Planning the Research Paper*).
- Make your paper logical and easy to follow (see below the recommendations).
- Organize your paper into a theoretical and practical part.
- Split parts into chapters and subchapters. Make each chapter coherent: i.e., having a clear beginning and end and a logical connection between the content elements.
- Start each chapter with a new page.
- Start each chapter with a brief introduction (3–4 lines). In it indicate the rationale (your explanation why you are writing this chapter here), what it contains and which materials by which authors you have used for compiling it (for the examples see Chapter 6 *Theoretical Part. Organizing Research Paper into Chapters*). However, it is not enough to mention the names of authors you refer to at the beginning of a chapter. You have to make references to authors every time you are quoting, summarizing or paraphrasing a source (for more information see Chapter 5 *“Documenting Sources”*).
- Do not leave quoting any source without your commentary or explanation why you have used it. It is your paper and the readers want to know what you think about the material you quoted.
- Do not give more than three quotations on one page.
- End each chapter with the summary of the main issues considered in it.

- Present the data in the practical part visually (through diagrams, tables, charts, graphs) and give your interpretation. Use the form of a report. (For regulations see Chapter 4 *Integrating Diagrams and Tables*, for examples see Chapter 6 *Practical Part. Presentation of Gathered, Processed and Interpreted Data*).

Integrating Diagrams and Tables

The purpose of a diagram or a table is to express briefly what would be lengthy to explain in words. Therefore, it is pointless to “translate” all the data back into prose. You should just summarise the main points made by your illustration, and interpret them. When doing it, refer to the relevant figure by number, for example “*as Figure 1 shows, there are far more primary school pupils in urban than in rural areas*”.

The functions of diagrams and tables:

- Tables display columns and rows of numbers, percentages, scores, and statistical test results. Decide how many columns and rows you can include and still keep the table readable.
- Diagrams show the proportion of the whole each response category occupies.
- Bar graphs are commonly used to display data because they provide an overview of several kinds of information at one glance.
- Line graphs are drawings that allow showing changes and comparing groups.
- Pie graphs show the distribution of data between the elements/ constituent parts.

Rules of integrating diagrams and tables:

- Include diagrams and tables into the text of the paper if they are not longer than a page.

- Number the diagrams and tables placed within the text in the order they occur in the paper.
- Put diagrams and tables into an appendix if they are longer than a page.
- Refer to diagrams and tables in the appendix by number and title in your writing (see **Appendix 1**. Table 4. Different Types of Bilingualism).
- Give each table and/or diagram a title summarising its purpose and content, e.g. Figure 3. Iceberg Model of Two Languages Functioning (the term **Figure** is used for all kinds of diagrams, graphs and pictures);
e.g. Table 1. Percentage of Minority Families Children in Latvian Schools (the term **Table** is used for all kinds of tables). The headline of the table and/or diagram may be either capitalized (headline style) or not (sentence style).
- Do not put any punctuation marks after the headline of a figure or a table.
- Place **Figure** and title under the diagram, graph or picture, but **Table** and title above the table.
- For too long pages indicate Table 5 at the beginning and then at each page write “Table 5 Continued”.
- Save the space by doubling the long tables (see examples in chapter 6 *Practical Part. Presentation of Gathered, Processed and Interpreted Data*).
- For too wide tables or diagrams use *Landscape Paper Size* and do not place any text on the page containing the broad table.

Basic Directions for Laying Out the Text

- Use font type Times New Roman, size 14.
- Use spacing 1,5.
- Justify the text.
- Indent the first line of the paragraph (six spaces).
- Begin headings at the left margin, with a space of at least one line above and below.
- Capitalize the chapter headings.

- Write each meaningful word in sub–chapter headings with a capital letter.
- Do not put a full stop at the end of a chapter heading.
- Set up the margins as follows: left – 3,0 cm; right – 2,5 cm; top – 2,5 cm; bottom – 2,5 cm.
- Write the numbers from one to ten you use in your paper in letters.
- Put page numbers in the right bottom corner.
- Assign a number to every page except for the title, abstract and table of contents pages. On these pages numbers are not shown but the pages are counted in the pagination.
- Start numbering pages from Introduction as page 7.
- Start each chapter on a new page.
- Type direct quotations longer than four lines separately, indented, single-spaced, font type 12.
- Do not number pages in appendices.

Chapter 5

DOCUMENTING SOURCES

It has been mentioned above that all the sources used in the paper should be carefully documented, so that the readers of the research paper could easily identify each of the sources used. By documenting the sources the author gives credit to the scholars whose sources he/she has used in the research paper. There exist different systems for documenting sources. Given below are the rules on documenting the sources in the text according to the Harvard system (for the rules of documenting the sources in reference list see Chapter 6 *Structural Elements of Research Paper. References*)

Avoiding Plagiarism

Using different sources on the subject is an integral and natural feature of any research paper. However, your paper is not a mere collection of pieces from different sources. What makes it unique is your interpretation of the sources studied. In your paper you have to show not only what information you have found but also what you think of it, how you interpret it and how you have used it for further research into the theme chosen.

You have to acknowledge every source by carefully documenting it, i.e. indicating the author, the year, the title, the publisher, the page (in citations) (for details see below *Integrating Sources into Your Text*). If you do not give credit to the sources used, you may be accused of **plagiarism**, which means using other authors' words or ideas without indicating the source. Even if you paraphrase or summarize other authors' ideas, you have to indicate the source.

Given below are some rules on how to avoid plagiarism (Norton and Green 1991: 197–198).

1. Keep good research notes.

While selecting the sources to be used in your paper, carefully document each source, also indicate the page number which you will need for citing.

Given below are the examples of research notes. Notes may be in the form of a quotation (note 1), a summary (note 2) or an outline point (note 3).

Note 1

Why is self-direction important

“Self-direction is particularly important for language learners, because they will not always have the teacher around to guide them as they use language outside the classroom” (Oxford, R. 1990: 10).

Source: Oxford, R. (1990) *Language Learning Strategies*. Heinle and Heinle Publishers.

Note 2

New roles for teachers in developing self-directed learning skills

Apart from traditional roles of ‘parent’, instructor, director, manager, judge, leader, evaluator, controller and even doctor, in developing self-directed learning skills the teacher acquires roles of facilitator, helper, guide, consultant, adviser, coordinator, idea person, diagnostician, and co-communicator.

Source: Oxford, R. (1990) *Language Learning Strategies*. Heinle and Heinle Publishers.

Note 3

A new system of language learning strategies

Six types of language learning strategies arranged in a figure (see p.15)

Source: Oxford, R. (1990) *Language Learning Strategies*. Heinle and Heinle Publishers.

2. Organize your paper carefully.

Develop a good outline before you begin to write, and make sure that your source material is *supporting* your main points but not *substituting* for them.

3. Acknowledge all of your sources.

If you know where you got a fact or a piece of information, give the source – even if you think the information is common knowledge. For the Internet sources with no author indicated give the website address, the source title and the date you downloaded it.

4. If in doubt, ask your supervisor.

Integrating Sources into the Text

Every time you use information from a source that is not identified within your paragraph you must identify it in parentheses immediately following the sentence or paragraph containing the information. Use parenthetical references to identify the sources of *direct quotations, paraphrases, summaries, facts and ideas*. Parenthetical references are brief. Give enough information for the readers to identify the source in your bibliography list provided at the end of your paper.

Direct Quotations

- Use direct quotations when the exact words of the source are important for your purpose.
- Use them “when an original statement precisely and concisely expresses one of the author’s fundamental ideas” (Heffernan and Lincoln 1990: 529).
- Quote accurately. Be careful to avoid mistakes of any kind. After copying a passage proofread your version comparing it with the original
- Avoid using too long quotations (over 4 lines).
- Supply quotations by your commentary and account for the use of a quotation in the context.

- Do not use more than three quotations on one page. Exception is the quoting of extracts from literary works for stylistic analysis or describing cases for studies and interpretation. In this case they must be indented and typed in Font type 10 with spacing 1.
- Start and end a quotation with quotation marks.
- Give the reference in parentheses, without a comma after the author's name and with a colon between the year and the page (see below).

One author: (Cameron 2000: 5)

Two authors: (Norton and Green 1991: 202)

Three authors: (Wynken, Blynkin, and Nodd 1988: 56)

To indicate more than three authors use *et al.* meaning *and others*: (Robson et al. 1988: 48)

To indicate different works by the same author of the same year: (Asher 1966a: 51) (Asher 1966b: 14)

No author: you may refer to the work by the title instead of the author: "the examples are borrowed from *Papers and Studies in Contrastive Linguistics* (1997)."

If a direct quotation is a part of your sentence, it is integrated in the following way:

e.g. Parents should make the language they speak with a bilingual child clear for him/her, as Arnberg (1991) puts it, "in order for children to make use of adult input in their own construction of language, this input must match the child's level of development" (1991: 110).

If a quotation is not a part of your sentence and is longer than one line, it must be set out separately, single-spaced, indented from the left and the right hand margins.

e.g. There is vague agreement among linguists regarding the term "phraseological loan" which includes all types of idiom loans.

"A phraseological loan is an idiom that has arisen through a full or part is borrowing of foreign prototype. It can be built upon the native language material on the basis of the motivation or model of a foreign language, which has become a new structurally semantic entity" (Veisbergs, A. 1999: 16)

If some part of the quotation is not relevant for your paper, you may omit it. Be careful not to distort the original meaning of the quotation by your distortion. Indicate the omission by three ellipsis dots.

e.g. “[...] language contacts for Latvian have been primarily one-sided, i.e., Latvian has borrowed from other languages but others have not borrowed from Latvian [...]” (Veisbergs, A. 1999: 16)

If the quotation is an example of a language phenomenon or an extract from fiction literature meant for stylistic or discourse analysis, it should be written in italic and the name of the source should be mentioned:

e.g. Somerset Maugham shows the determination of his character in the following way:
“*I’ll never forgive her for that till his dying day*”. (Maugham, S. *The Kite*.)

If a quotation contains some pronouns or references to the context from which it has to be taken, some clarifications should be provided. Indicate the clarifications by brackets [].

e.g. “*He’ll never forgive her for that* [smashing of his kite] *till his dying day*”. (Maugham, S. *The Kite*.)

If a quotation contains a mistake, which you want to leave, indicate that you are doing so intentionally by putting sic or *sic*. *Sic* is Latin for ‘thus’. In this use it means “That is the way he/she put it”.

e.g. “*Nobody doesn’t* [sic] *like me*.” (Kandolf Family (2003) <http://www.nethelp.no> + date of access)

If you emphasise something that was not emphasised in the original, say so in parenthesis: (emphasis added).

e.g. “*So what would we recommend to other families? [...] We have found out that the best situation for us [...] is **to give one language priority** but not to the extent of **enforcing rules about what language “should” be spoken***” (emphasis added) (Haug-Kandolf Family (2003) <http://www.nethelp.no> + date of access)

If you are using the quotation from a secondary source (an exception from the rules of quoting made because of the shortage of literature), you have to indicate the primary source and the source you have taken it from.

e.g. “...*developing the skills of working with adults is as important a part of the preparation of early years teachers as is concern with working with children, since the two are inextricably linked.*” (Yeomans 1989: 26 in Fish et al. 1995: 40)

Paraphrasing and Summarizing

As said before, your paper is not a collection of other authors' ideas, and you cannot use more than three direct quotations on one page. If you quote too much, the reader may lose track of what you want to say. A most common way is to summarize your sources or to paraphrase them.

Trimmer and Mc Crimmon (1988) define a summary as “outlining the principal points of an author's argument” and a paraphrase as “restatement of the author's ideas *in your own words*” (1988: 336). As the words of the summary and paraphrase are yours, so you do not have to enclose them in the quotation marks.

All you need is to indicate the author's name and the year in parentheses at the end of the summary, e.g. (Robson 1999) if the name of the author is not a part of the sentence. If your sentence contains the name of the author, you only need to indicate the year when the source was published, e.g. Robson (1999) points out...

The following lexical items can be used in summarizing and paraphrasing:

According to Cameron (2001)

In the article, chapter, book, extract considered the author uses (resorts to, points out, considers, analyses, asserts, assumes, proves, classifies, organizes the findings, concludes)

Given below are the examples of summarizing (1) and paraphrasing (2).

(1)

According to Arnberg (1991) every goal, besides the aspects named, has its advantages and disadvantages, which we summarize below. As Arnberg sees it, the advantage of “passive” bilingualism is “a risk-free” method and the disadvantage is lack of sensibility of the language compared to the users of “active” bilingualism. The advantage of “active” bilingualism is ... etc.

(2)

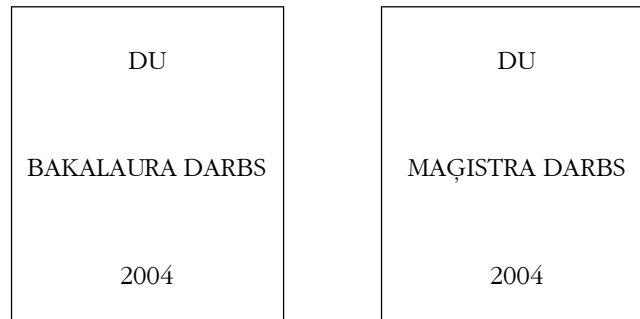
Woods (1999) asserts that for many children identity goes beyond language ability and includes not only language abilities but also sociolinguistic competence as well as cultural aspect.

Chapter 6

STRUCTURAL ELEMENTS OF A RESEARCH PAPER

Cover

Bachelor and master papers should be bound in hard cover. Given below are the samples of cover. The letter size for *DU* and *2004* is 20, for *Bakalaura/Mağistra Darbs* 36; centred justification.



A term paper is bound as a ring file with a transparent plastic cover, which shows the title page (see Title page).

Title Page in English

The title page contains the information about the title and type of work, the author, the supervisor, the university, the faculty, the department and the year.

Layout Regulations:

Font type: Times New Roman
Selection: Bold

Letter size:

DAUGAVPILS UNIVERSITY (block letters) – 20

The Faculty of the Humanities – 18

The English Department – 18

Term (Bachelor, Master) Paper – 20

PAPER TITLE (block letters) – 24

Words: Author / Supervisor + title – 16

NAME OF AUTHOR / SUPERVISOR (block letters) – 16

Daugavpils – 18

Year – 18

Even though it is the title page in English, the name and surname should be written as in the passport, i.e. with all the diacritic marks required by the Latvian language norms.

The justification is centred, with the exception of the *author and scientific adviser's names and titles*, which have the right justification. See the samples below.

<p>DAUGAVPILS UNIVERSITY The Faculty of the Humanities The English Philology Department</p> <p>Term Paper</p> <p>CHRISTMAS TRADITIONS IN THE UK AND IN LATVIA VIEWED HISTORICALLY</p> <p>Author: IRINA MIKUCKA Scientific Adviser: Dr. Paed. LARISA SARDIKO</p> <p>DAUGAVPILS 2004</p>

**DAUGAVPILS UNIVERSITY
The Faculty of the Humanities
The English Philology Department**

Bachelor Paper

**BILINGUALISM OF PRE-SCHOOL
AGE CHILDREN IN THE FAMILIES OF
LATVIA**

**Author: MARINA GOLUBEVA
Scientific Adviser:
Dr. Paed. LARISA SARDIKO**

DAUGAVPILS 2003

**DAUGAVPILS UNIVERSITY
The Faculty of the Humanities
The English Philology Department**

Master Paper

**AFFECTIVE-HUMANISTIC
APPROACH
IN THE EFL TEACHING TO
INTERMEDIATE STUDENTS**

**Author: B. A. NINA ŠUKSTE
Scientific Adviser:
Dr. Paed. LARISA SARDIKO**

DAUGAVPILS 2003

Title Page in Latvian

According to the general regulation for a bachelor and a master paper (not for a term paper) it is required to have the title page in Latvian. It should be an exact translation of the title page in English. The layout regulations are the same as in English title page (see Title page in English). See the samples below.

<p>DAUGAVPILS UNIVERSITĀTE Humanitārā fakultāte Angļu filoloģijas katedra</p> <p>Bakalaura darbs</p> <p>PIRMSSKOLAS VECUMA BĒRNU BILINGVĀLISMS LATVIEŠU ĢIMENĒS</p> <p>Autore: MARINA GOLUBEVA Zinātniskā vadītāja: Dr. ped. LARISA SARDIKO</p> <p>DAUGAVPILS 2003</p>

<p>DAUGAVPILS UNIVERSITĀTE Humanitārā fakultāte Angļu filoloģijas katedra</p> <p>Maģistra darbs</p> <p>AFEKTĪVI-HUMANISTISKĀ PIEEJA VIDĒJO KLAŠU SKOLĒNU ANGLŪ VALODAS MĀCĪŠANĀ</p> <p>Autore: Filol. bak. ŅINA ŠUKSTE Zinātniskā vadītāja: Dr. ped. LARISA SARDIKO</p> <p>DAUGAVPILS 2003</p>
--

Declaration of Academic Integrity (for Bachelor and Master Paper)

A research paper is based on the study and use of various sources on the topic. Each source used for the creation of the paper directly or indirectly should be carefully documented; otherwise, the author may be accused of plagiarism. (For more information see the chapter 5 *Documenting Sources*).

A separate page should be devoted to declare that the author has not used any unacknowledged sources. The idea of introducing this page has been borrowed from Kačkere, A. & Odiņa, I. (2002) *Conventions for the Diploma Paper Writing*. Riga. The University of Latvia.

DECLARATION OF ACADEMIC INTEGRITY

Hereby I declare that this paper is my own and does not contain any unacknowledged sources.

Signature

Name Surname
Day, month, year

Abstract

Abstract is a summary of theses and contents of the paper which is placed at the beginning before the table of contents. Its purpose is to give readers a brief preview of the paper.

Requirements to writing an abstract:

- brevity (about 300–350 words; i.e. one A4 page, Font type 14, spacing 1,5)
- absence of details, examples, quotations
- clarity and simplicity of syntactic structures
- inclusion of all the necessary elements and sticking to the structure given below
- IMRAD structure: I (introduction: background + purpose), M (methods), R (results), A (and) D (discussion)

Structural elements and layout:

- the author's name and surname
- the title of the paper
- the type of the paper (bachelor or master paper)
- scientific adviser's name, surname and title
- number of pages, tables (charts, figures etc.), appendixes
- number of bibliography sources
- aim of the paper
- methods of research
- outline of the paper (number of chapters and subchapters and their brief summary)
- results or findings

For a bachelor and a master paper it is required to write an abstract in three languages: English, Latvian and another foreign language. All the three abstracts should be identical.

Given below is the sample of an abstract in English.

ABSTRACT

Marina Golubeva "Bilingualism of Pre-School Age Children in the Families of Latvia". Bachelor Paper.

Scientific Adviser: Larisa Sardiko, Dr.Paed.

The paper contains 60 pages, 3 tables, 1 appendix.

Twenty-one bibliography sources were used to make a research and to write the paper.

The aim of research is to examine the concept of bilingualism and to determine the main factors that contribute to the development of early bilingualism.

The methods of research and data collection: the study and critical analysis of scientific literature and mass media materials on the topic, case study, interviewing, field notes, journal writing.

The outline of the paper: the paper contains seven chapters in which the author describes the concept of bilingualism, gives an insight into child development and its physiological, psychological, pedagogical and linguistic aspects; shows the importance of parents as a model for a child's behaviour and bilingual/bicultural development; relates language policy and language strategies in a bilingual family; describes the family goals and motivation for raising children bilingually; provides the case studies of the bilingual families and their analysis and gives recommendations to the parents who intend to raise their children bilingually.

As the result of the research the author studied and summarized the positive experience of raising a child bilingually, made up recommendations for bilingual families and created the idea bank of activities for different age group bilingual children.

Table of Contents

Table of Contents

- follows the annotation pages
- precedes the introduction
- lists all the parts of paper except title pages and annotation pages
- shows the paper division into chapters, sub-chapters and sub-sub-chapters (if any). The sub- sub- chapter is set out if it is at least one page long.

The titles of the chapters are written in block letters.

All the meaningful words in the titles of sub-chapters and sub-chapters are written with a capital letter.

No full stop is put after chapter and sub-chapter titles and page numbers.

See the sample below.

INTRODUCTION	1
1. BILINGUALISM	3
1.1. Definitions	
1.2. History	
1.3. Typology	
1.4. Modern context	
2. CHILD DEVELOPMENT	17
2.1. Psychological Aspect	
2.2. Pedagogical Aspect	
2.3. Linguistic Aspect	
3. PARENTS AS MODELS AND FAMILY POLICY	29
3.1. Positive Attitude to Child's Bilingual and Bicultural Development	
3.2. Language Policy in the Family	
3.3. Motivation for Raising Children Bilingually	
4. ANALYSIS OF CASES STUDIED	40
5. SUMMARY OF POSITIVE EXPERIENCE	46
6. RECOMMENDATIONS ON RAISING A CHILD BILINGUALLY	50
CONCLUSION	56
THESES	58
BIBLIOGRAPHY	60
APPENDIX	

Introduction to a Research Paper

The introduction to the paper takes up about two or three A4 pages (650–1000 words) and contains the following structural elements:

- the rationale (substantiation for the choice of the theme, its importance and topicality)

- the aim (Why am I writing the paper on this theme?) formulated as verbs
- the objectives (What must be done to achieve the aim?) formulated as nouns
- the research question (s) (What am I going to research/explore/find out?)
- the hypothesis (the assumed answer to the research question)
- the methods of research (*e.g. literature study, case study, action research, experiment, survey, field notes, questionnaires, interviews*)
- the methods of data collection (*e.g. comparative analysis of literary sources/language systems, observation, self-observation, evaluations, videotaping, data from achievement tests, photographs, etc.*)
- a brief review of the literature used with mentioning of the authors
- the outline of the chapters.

Introduction contains only general information about the paper. Its purpose is to give an overview of the paper. No examples, details, quotations are used in it.

Given below is a sample of *Introduction*:

INTRODUCTION

The theme of the present paper is “Bilingualism of Pre-school Age Children in the Families of Latvia”. The reasons for writing a paper on this topic are numerous. The concept of bilingualism has been one of the most significant issues in the educational system of Latvia since 1990s. The democratic changes in Latvia highlight the importance of more than one language knowledge in the country. Another reason is that our nations become increasingly interdependent; the equal knowledge of both spoken languages in the country has been of a great necessity.

Currently, the main focus on bilingualism is mostly made in school setting. Bilingual education is one of the main issues in the educational system of Latvia. In contrast, rather little attention has

been paid to the question of bilingualism in home setting and to the important role which parents play in children's bilingual development. Therefore, **the aim** of the paper is:

- to examine the concept of bilingualism and to determine the main factors that contribute to the development of early bilingualism.

The objectives:

- study and analysis of literature on the phenomenon of bilingualism and child development
- observation and study of bilingual families and summarizing the children's bilingual development positive experience
- study of the factors favourable for child's bilingual development
- devising recommendations for bilingual development of pre-school age children in a family

The research question:

- What makes the development of pre-school children's bilingualism most favourable?

The hypothesis:

- The development of pre-school children's bilingualism is most favourable if a child finds him/herself in a language environment and his/her parents' motivation for their child's bilingual development is high.

The methods of research:

- the study and critical analysis of scientific literature and mass media products on the topic
- observation
- case study
- interviewing

The methods of data collection:

- observation
- videotaping
- field notes
- journal writing

The present research is based on the study and analysis of twenty-one **bibliography sources** in three languages, the essential ones being:

- Arnberg, L. (1991) *Raising Children Bilingually; the Pre-School Years*.
- Baker, C. (1998) *Encyclopedia of Bilingualism and Bilingual Education*.
- Druviete, I. (1999–2002) *Lectures on Bilingualism*.
- Woods, P. (1999) *Multicultural Children in the Early Years*.

The outline of the chapters:

The paper contains six chapters. The first chapter focuses on the essence of the concept *bilingualism*. The second chapter gives an insight into child development and considers its physiological, psychological, pedagogical and linguistic aspects. The third chapter shows the importance of parents as a model for a child's behaviour and bilingual/bicultural development. The fourth chapter focuses on language policy and language strategies in a bilingual family. Chapter 5 provides the case studies of the bilingual families and their analysis. The last chapter contains the recommendations to the parents who intend to raise their children bilingually. The recommendations are based on the literature analysis and case study.

Theoretical Part. Organizing a Research Paper into Chapters

In the theoretical part of your research you should show the results of your study and analysis of the literature on the topic. It is natural that your research is based on the sources of literature by other authors. Remember to carefully document each source you are using not to be accused of plagiarism (for more information see Chapter 5 *Documenting Sources*). Do not leave any source without your explanation and/or commentary. It is **your** paper and the readers want to know what you think about the issue researched. Give sufficient explanation to how you arrange your chapters and why you do it in this way. Single out your ideas from those of other

authors (for more information see Chapter 4 *Language and Style. Text Organisation*).

Starting a chapter (example):

Chapter 1

Bilingualism

The present chapter will focus on the essence of the phenomenon of bilingualism, its research history and linguistic, social and cultural aspects, as well as types of bilingualism.

Finishing a chapter (example):

Thus, we have seen that there are numerous definitions of bilingualism. For the reasons explained above the author of the paper will further stick to the definition found in Longman Dictionary of Contemporary English (2002). Bilingualism is a complex phenomenon that influences one's identity, culture, mentality, behaviour, and personality features. Five types of bilingualism have been described in this chapter. In the following chapters the author will describe how these types work in practice.

Practical Part. Presentation of Research Findings

The practical part of the paper describes the procedure, the process and the methods of obtaining the data. In it the data are processed, analysed and interpreted. Where it is possible, present the data in the practical part visually (through diagrams, tables, charts, graphs) and give your interpretation. Give as much evidence as possible for the conclusions you make. For regulations see Chapter 4 *"Integrating Diagrams and Tables"*.

Use the form of a report. See examples below. If you organize the information into a list, make it uniform in structure and content:

e.g. The following language strategies are observed in bilingual families:

- mixed strategy
- “one person – one language” strategy
- initial one language strategy
- “two parents speaking the majority language” strategy
- “two parents speaking the minority language” strategy
- effect of strategies

As we see all the points in the list above (but the last one) are of one structure “attribute + noun” and are uniform in content (they are strategies). The last point does not fit into the list.

If the evidence in the form of examples and illustrations overload the text and may hamper understanding the gist of your research, organize them as footnotes (see the example below) Note: do not document your sources as footnotes. The names of the authors you quote or paraphrase from should be given in the text, not as footnotes (see Chapter 5 *Documenting Sources*).

Data Interpretation in the Form of a Report

(example 1)

The present survey was made to verify the assumption of gender differences among the pupils of primary school. This survey is part of research on young learners’ psychological peculiarities done for the project on Teaching Young Learners, Latvia, August 2000 – January 2001. We chose interviewing as a method of data gathering. The subjects, 60 boys and girls from Daugavpils schools N11 (Forms 3–4) and N16 (Form 2), were to answer 5 questions (see Appendix N1) that would presumably reveal their gender differences.

The answers obtained reflect the similarities and differences in the tastes of the respondents. Boys like oral answers, tasks involving challenge: competitions, problem-solving, puzzles etc. Girls like settling tasks: e.g. writing, drawing, and competitions, too. Greater differences are found in the attitude towards the topics discussed and favourite subjects (for details see Appendix N2).

The information obtained, though limited and not to be generalized, testifies to the existence of gender differences. Awareness of gender differences will help teachers to maintain better relationships among pupils and to organize the teaching process more effectively. More investigation on gender differences is needed for better orientation in this problem.

Data Interpretation in the Form of a Free Description (example 2)

The limits of this article do not allow presenting the interpretation of all the aspects mentioned above. We have to select the most important ones, which appear to be the contents of the pupils' portfolios, the teacher's evaluation of their progress, and the pupils answers to the questionnaire after the experiment.

Portfolios

All the pupils of the experimental group have created their portfolios. Their portfolios look rather impressive both in appearance – nicely designed and coloured title pages, and in contents – numerous works done (the highest number is 23), few mistakes made (the lowest number of mistakes is 11 per 23 works). All the seven pupils selected for the experiment have included the tasks on all the four basic skills, though the quality and the number of the tasks included are different. The learners' motivation and the learning achievements determine each other (1). The variety of the tasks offered allows the pupils of different levels to thrive: there is no huge gap in learning achievements between the learners of the three groups. See the test results (2). Writing skills are easiest to assess by means of portfolio, whereas speaking skills are more difficult.

The teacher's evaluation of the pupils' progress

The learning achievements are high. The pupils have fulfilled numerous works. The high score in testing and the low number of

mistakes made, support our conclusion mentioned above that the portfolio work allow for **all** pupils to progress though at a different pace, and that pupils' results depend on their motivation and met-acognitive awareness. The lowest results are with a low-motivated subject who has not done the majority of works.

On the whole the teacher finds the experimental work very interesting and enriching in various respects. As a minus, the teacher points out that using portfolio certainly meant additional load as she had to listen to their answers several times, which took up her personal time, moreover, she had to deal with one work of one pupil several times.

The pupils' attitude towards portfolio work

Although we had daily evidence of the pupils' great interest and involvement through observation, we were eager to find out their understanding of what they were doing, their opinion on it and whether they perceive it as a positive or negative experience for themselves. With these questions in mind we gave them another questionnaire after the experiment was over.

What we found out encouraged us to go on using portfolios: fourteen respondents out of fifteen enjoyed the experiment; thirteen would like to continue it. It is noteworthy that the explanations the pupils give after the experiment are more logical and comprehensive than those given before (3).

Organizing illustrations as footnotes (example):

- 1. cf.:** Liene N. (h.m.) who did 23 works (the maximum), learned 55 names of animals and Janis M. (l.m.) who did 6 tasks and did not mark in his portfolio if he had learned any animals' names.
- 2.** Inese (h.m.) - 27,5 points (out of 29 possible); Uvis (m.m.) – 25; Gatis (l.m.) - 23,5 points.
- 3.** For example, the responses before the experiment show that twelve pupils out of seventeen do not know why some learning tasks are difficult for them; the answers of the other respondents are little related to learning problems or even il-

logical. After the experiment ten respondents out of fifteen give well-grounded answers.
(the footnotes belong to the text given above)

Integrating a table into the text (example):

Table 4 Assessment of Oral Language Competence Based on Video Recording

Assessment Criteria:

- Fluency (measured by number of pauses) (F)
- Accuracy (measured by number of mistakes) (A)
- Reading or Saying from memory (R or S)
- Number of sentences produced in the monologue (N of S)

P* - Pronunciation mistakes

Pupils' Names	Task 1 'What Can Animals Do?' (monologue)				Task 2 'My Pet' (monologue)			
	F	A	R or S	N of S	F	A	R or S	N of S
Liene N.	2	3	S	11	0	0	R	15
Līga N.	1	3	S	12	1	2 P*	R	12
Inese	2	1	S	8	0	3 P*	R	8
Gatis	3	1	S	6	2	3 P*	S	10

Comments

The chart is based on the quantitative criteria, which is easier to measure. Task 1 was the recording of their spontaneous speech, Task 2 – of prepared speech. The learners had to describe their pet, which they had prepared beforehand. One pupil chose to retell it from memory, the others preferred to read. He is the one who likes being videotaped and sounds very confident. Naturally, during the first task, the pupils' accuracy and fluency was lower, and they lacked confidence. This is especially true for the first pupil, Liene N. who was less confident than her peers. Probably, it is the effect of her being the first.

The learners have revealed the knowledge of vocabulary (names of animals and their parts of body) and grammar (can/can't, is/has). Their descriptions are rich in vocabulary (paws, whiskers, etc.) and logical in structure.

How to Write Theses

Theses is not an outline of what you have already said in the paper. In *Theses* the author highlights the main findings. It is organized in the form of a list. It should be 300–500 words in size. How to write *Theses*:

- Step one:** when you have written each of your chapters, re-read it and highlight the main points.
- Step two:** summarize the highlighted ideas or findings at the end of the chapter.
- Step three:** re-read all the endings of each chapter, focus on your findings or unresolved issues.
- Step four:** edit the chapter endings
- Step five:** list the previously edited versions of the chapter endings.

Given below is a sample of *Theses*.

THESES

1. Bilingualism is beneficial not only for the individual, but for the society as well.
2. Child learning involves a number of different processes: the child's interaction with adults, outer reinforcement, imitation and modeling, certain inborn abilities, and others.
3. Parents need to make a great effort to achieve a high degree of early child bilingualism.
4. Parents are models for their children's behaviour: their positive attitude towards early bilingualism is very important.
5. Parents use different strategies in raising their children bilingually, such as: mixed strategy, one person/one language strat-

- egy, initial one language strategy, both parents speaking in the minority language strategy, both parents speaking in the majority language strategy.
6. Parents should stick to the chosen strategy and constantly speak the chosen language.
 7. Parents may aim towards different goals with regard to their child's degree of bilingualism, e.g. passive, active and absolute.
 8. Children learn best when they are relaxed and happy; therefore, parents should strive to make language learning for their child as enjoyable as possible.
 9. Children need to be exposed to both languages outside and inside home as much as possible, especially in connection with activities involving other children.
 10. The cases studied have shown that the main factors that mostly contribute to the development of early bilingualism are a rich language environment and a high level of parents' involvement.

How to Write Conclusion

In *Conclusion* the author describes and evaluates the process of research and his/her contribution to the development of the theme, outlines the problem area and implications for further research. How to write *Conclusion*:

- Step one:** re-read the notes you made while collecting the material and working on your paper.
- Step two:** re-read your paper focusing on your achievements and things you have planned but not managed to do. Make notes while re-reading.
- Step three:** start your conclusion with "*Having worked on the paper*" or "*Having done the research into...*" "*...the author has come to (arrived at) the following conclusions*".
- Step four:** describe your positive and negative experience of writing the research paper. Share the lessons you have learned while doing the research.

Step five: finish with mentioning the possible directions for further research into the topic and identifying the target readers of your paper.

Given below is a sample of *Conclusion*.

CONCLUSION

Having done the research and written the paper “Bilingualism of Pre-School Age Children in the Families of Latvia” the author has come to the following conclusion.

Bilingualism is an extremely perspective theme for research. Mastering more than one language is a demand of modern reality. Raising children bilingually is beneficial for their further development and integration into modern society. The positive experience of raising children bilingually should be studied and popularized. The process of raising children bilingually can be guided and supported by specialists.

In this paper the author has summarized the results of her study of bilingual families in Latvia and the relevant literature and devised the recommendations on raising a child bilingually. The process of research into the theme has shown that the theme is well treated by foreign researchers and rather new, but extremely topical, for Latvia. It was rather difficult to find the subjects of research in Latvia. In doing it the author mainly relied on her personal experience and made a selection through her circle of acquaintances. However, the author realizes that for further research the subjects should be selected more carefully and objectively.

Case study appeared to be a very productive method of research. For comparison the Swedish family experience of raising their child bilingually has been described. The material has been taken from the Internet. The bilingual families forum in the Internet can be a productive source for further research.

Hopefully, the present research may be useful to families who intend to raise their children bilingually and who strongly believe in positive effects of bilingualism at an early stage of a child’s devel-

opment. For obtaining more reliable data more cases should be studied and more varied methods may be applied, e.g. experiment. The theme has a broad perspective of research.

References

All the works cited in the research paper must be documented in the text and in the *References*, which follows *Conclusion*. For the rules of documenting sources in the text see Chapter 5 *Documenting Sources*.

Recommendations for documenting sources in *References*:

- Stick to Harvard system of referencing (see examples below).
- Give no numbers to the entries in the reference list.
- Arrange the sources of the same author according to the year of publishing – chronologically; not according to the title.
- Arrange the sources alphabetically according to language: English; another foreign language studied at university (German, Swedish, French or Polish); Latvian; Russian.

Reference for a book:

- the author's surname and the initials – Arnberg, L.
 - the year of publication in brackets – (1991)
 - the title in italic followed by full stop (all the meaningful words are written with a capital letter) – *Raising Children Bilingually*.
 - the place of publishing followed by a column – Clevedon:
 - publisher followed by a full stop – Multilingual Matters.
- e.g. Arnberg, L. (1991) *Raising Children Bilingually*. Clevedon: Multilingual Matters.

Reference for a journal article:

- Author's surname followed by a comma, and initials followed by full stops – Koruakov, P.K.
- Year of publication in brackets – (2002)
- Title of the article followed by a full stop (only the first word of the title is capitalized) – Bilingualism in children.
- Title of the journal in italics, followed by a full stop (all the meaningful words are written with a capital letter if the source is in English) – *Bilinguals and Bilingual Interpreters*.
- Journal volume number/issue number written through a slash and followed by a full stop – Vol. 23/4.

e.g. Koruakov, P.K. (2002) Bilingualism in children. *Bilinguals and Bilingual Interpreters*. Vol. 23/4.

Reference for an article in a book:

- the author's surname followed by a comma, and the initials followed by full stops – Rose, A.D.
 - the year of publication in brackets – (1996)
 - the title of the article followed by a full stop (only the first word of the title is written with a capital letter) – Group learning in adult education.
 - In (without any punctuation marks)
 - the editor's surname followed by a comma, and initials followed by full stops (Ed.) or (Eds.) (the abbreviation from *editor or editors*) - In Imel, S. (Ed.)
 - the title of the book in italics, followed by a full stop (all the meaningful words in the book title are written with a capital letter) – *Learning in Groups*.
 - the place of the publication followed by a colon – San Francisco:
the name of the publisher followed by a full stop – Jossey-Bass.
- e.g. Rose, A.D. (1996) Group learning in adult education. In Imel, S. (Ed.) *Learning in Groups*. San Francisco: Jossey-Bass.
- If a source has two or three authors, all of them should be mentioned:

e.g. Kovecses, Z. and Szabo, P. (1996) Idioms: A view from cognitive semantics. *Applied Linguistics*. 17/3

- For more than three authors use the abbreviation et al. (and others):

e.g. Jones, B.F., Aniran, M., Katias, M et al. (1985) Teaching cognitive strategies and text structures within language arts programs. In J.W. Segal, S.F. Chipman and R.Glaser (Eds) *Thinking and Learning Skills*. . (Vol.1, pp. 259–297) Hillsdale, NJ: Erlbaum.

- If no author is mentioned

e.g. *Concept of Education in Latvia*. (1997) R: Ministry of Education and Science of Latvia Republic.

- If there are sources of the author in the same year arrange them alphabetically according to the titles using (a), (b), (c) etc.

e.g. Gruneberg, M.M. (1987a) *The Link Word language System: French*. London: Corgi.

Gruneberg, M.M. (1987b) *The Link Word language System: German*. London: Corgi.

Gruneberg, M.M. (1987c) *The Link Word language System: Italian*. London: Corgi.

Gruneberg, M.M. (1987d) *The Link Word language System: Spanish*. London: Corgi.

For the Internet sources:

- Add them at the end of the reference list.
- Indicate the sender, the date, the electronic source – a discussion board or a news list, forum, etc.

e.g. Internet site for bilingual families: Haug-Kandolf Family (2003). <http://www.nethelp.no> + date of access

Given below is a sample of *References*

REFERENCES

Arnberg, L. (1991) *Raising Children Bilingually*. Clevedon: Multilingual Matters.

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- Koruakov, P.K. (2002) Bilingualism in Children. *Bilinguals and Bilingual Interpreters*. Vol. 23/4.

Internet site for bilingual families: Haug-Kandolf Family.
<http://www.nethelp.no> September 20, 2003

List of Abbreviations (optional)

Provide a list of abbreviations if you have devised your own abbreviations instead of using commonly accepted ones to be found in the abbreviation dictionary.

How to make a list of abbreviations:

1. Arrange it alphabetically by the abbreviation itself, not by the spelled-out term.
2. Leave two to four spaces between the longest abbreviation and its spelled-out term.
3. Start the spelled-out version of an abbreviation with a capital letter.
4. Put no punctuation mark at the end of the spelled-out version of a term.
5. Align the first letter of all other spelled-out terms and any continuation (runover) lines with the first letter of the spelled-out term following the longest abbreviation.
6. Leave double space between the items, single space within.
7. Even when a paper includes a list of abbreviations, provide the spelled-out version of a term in the text of the paper, when the abbreviation first appears.

LIST OF ABBREVIATIONS (sample)

BT	“Baltic Times”
IE	Idiomatic expressions
LI	Lexical items
PU	Phraseological units

Glossary (optional)

If your paper contains many foreign words, scientific terms or phrases the interpretation of which may be ambiguous, you should supply it with a glossary. A glossary is a list of lexical items that have a context-specific meaning and, therefore, are provided with explanations, definitions and/or translations.

How to make up *Glossary*:

1. Arrange the items in the alphabetical order.
2. Type each item flush left and put a period, a dash or a colon after it.
3. Type the translation or definition on the same line with the first letter capitalized and with a terminal period.
4. If the definition/translation consists only of words or phrases, put no punctuation sign at the end.
5. If a definition extends to more than one line, indent the continuation lines at least 5 spaces from the left margin.
6. Use Font type 12, double-space between items and single-space within one item (see the example below).
7. If there is more than one glossary, start each on a new page.
8. Place *Glossary* in the reference matter (at the end of the paper) before *References* and *Appendix*.

GLOSSARY (sample)

Action research. Inquiry conducted in the classroom that involves collecting data on everyday practice, analyzing

them in order to improve future practice and facilitate reflection on them.

Andragogy. A branch of didactics dealing with adult education

Applied Linguistics. A branch of linguistics dealing with various aspects of practical language usage

Approach. A set of theoretical principles having a particular syllabus and methodology, e.g. *grammar-translation approach*, *affective-humanistic approach*

Assessment. A way of providing feedback on the proficiency of a learner

Appendices

Appendices contain any relevant material that is too space-consuming to be placed in the text of the paper, e.g. a copy of the questionnaire, the responses to the questionnaire, field notes, gathered examples of linguistic phenomena, photos, descriptions of cases, evaluation charts and reflection notes, etc. Tables and figures can be also appended. *Appendices* have titles and they are numerated. The pages of *Appendices* are not numerated.

Appendix 1 (example)

Questionnaire before Using Portfolios (for the teacher)

1. Do you normally assess your work after you have done it?
2. Have you discussed your assessment with the teacher?
3. Have you discussed your assessment with your parents?
4. Would you like to do it?
5. Which tasks would you prefer (tick the appropriate):
 - 5.1. Answer the questions orally.
 - 5.2. Ask the questions orally.
 - 5.3. Describe a picture.
 - 5.4. Solve a crossword puzzle.
 - 5.5. Copy words or sentences.

- 5.6. Listen and tick the right answer.
- 5.7. Listen and draw.
- 5.8. Listen, draw and colour.
- 5.9. Listen and find the right sentence or picture.
- 5.10. Read the text and answer the questions.
- 5.11. Read the text and find the right answer.
- 5.12. Read the text and find the right picture.
6. Which language tasks are easy to do?
7. Which language tasks are the most difficult to do?
8. Do you know why?
9. Do you like it when the task is easy to do?
10. Would you like to take part in your own assessment?

Appendix 2 (example)

Questionnaire before Using Portfolios (for the children)

Vārds:

Datums:

Uzmanīgi izlasi un atbildi uz sekojošiem jautājumiem:

1. Vai tu parasti novērtē savu darbu pēc tam, kad esi to paveicis?
2. Vai tu esi aprunājies par saņemto vērtējumu ar skolotāju?
3. Vai tu esi aprunājies par saņemto vērtējumu ar saviem vecākiem?
4. Vai tu gribētu to darīt?
5. Kādi no sekojošiem uzdevumiem tev patīk visvairāk? Atzīmē to!
 - atbildēt uz jautājumiem
 - uzdot jautājumus
 - pastāstīt par zīmējumu
 - uzrakstīt par zīmējumu
 - risināt krustvārdu mīklas
 - norakstīt vārdus vai teikumus
 - klausīties un atzīmēt prasīto
 - klausīties un uzzīmēt
 - klausīties un atrast pareizo teikumu vai attēlu
 - izlasīt tekstu un atbildēt uz jautājumiem
 - izlasīt tekstu un atrast pareizo atbildi
 - izlasīt tekstu un atrast pareizo attēlu

6. Kurus uzdevumus tev ir viegli izpildīt?
7. Kurus uzdevumus tev ir grūti izpildīt?
8. Vai tu zini kāpēc?
9. Vai tev patik, ja uzdevums ir viegls?
10. Vai tu piedalītos sava darba vērtēšanā?

Assessment Page (sample)

This page is placed at the very end of the bachelor or master paper – after the *Appendices*. It is not included into the study paper. It is arranged in the Latvian language. It will contain the total mark for the paper and for its defence and the signatures of the author of the paper, the adviser, the chairperson of the examination board, the date and the year. Basic regulations for layout: Font type 12. Justification – central for the institution; right for the mark; left for names and date. See the sample below.

Bakalaura darbs izstrādāts Daugavpils universitātē Humanitārajā fakultātē Angļu valodas katedrā	
Darba autore: Marina Golubeva _____ (paraksts)	
Darba vadītāja: Dr.Paed. Larisa Sardiko _____ (paraksts)	
Darbs aizstāvēts bakalaura darba pārbaudījuma komisijas sēdē un novērtēts ar atzīmi _____	
Datums: _____ Komisijas priekšsēdētāja (a): _____ _____ (paraksts)	

Chapter 7

PAPER SUBMISSION AND DEFENCE PROCEDURE

Submission

Study, Bachelor or Master Paper should be submitted to the scientific adviser and reviewer not later than two weeks before the day of defence. Study paper is submitted in one copy typed and bound either in hard cover or as a ring file. Bachelor and Master Paper should be submitted in two copies: one bound in hard cover, the other may be bound as a ring-file. Study paper is presented to the reviewer, supervisor and the group mates and assessed by the reviewer and supervisor. Bachelor and Master Paper are presented to Examination Board and assessed by the reviewer, scientific adviser and Examination Board. For the defence of Bachelor and Master Paper the day is fixed. The day of defending Study Paper, as well as the procedure of defence, is agreed between the reviewer and the scientific adviser. The procedure described below refers to the defence of Bachelor and Master Paper.

Procedure of Defence

- The chairperson of Examination Board starts the defence procedure by announcing the author and the title of the paper.
- The author of the paper presents his/her paper. The presentation is normally 10–15 minutes long (see Chapter 8 *Preparing a Presentation of a Paper* on the contents and form of presentation).
- The presenter answers the questions from the reviewer, the scientific adviser, the members of the Examination Board and the peers who are also present throughout the whole procedure.
- The reviewer of the paper has the floor in which he/she expresses his/her opinion on the evaluation of the paper and makes some critical remarks about it.

- The author of the paper responds to the remarks of the reviewer and says the words of gratitude to the scientific adviser, reviewer and other people who helped him/her in the process of creating the paper.
- The papers are assessed (for details see Chapter 9 *Paper Assessment*) and the marks are announced.

Chapter 8

PREPARING FOR DEFENCE AND DELIVERING A PRESENTATION SPEECH

A speaker may be well informed, but if he hasn't thought out exactly what he wants to say today, to this audience, he has no business taking up other people's valuable time [...].

(Iacocca)

Tips on Preparing a Presentation

- Carefully select what you are going to say: you have to give a clear and comprehensive view of your paper within 10–15 minutes for the audience the majority of whom did not read your paper.
- Clearly structure your presentation speech: it must have an introduction, a body and a conclusion. Remember the axiom: “Tell the audience what you are going to say. Then say it. Finally tell them what you have already said” (Iacocca)
- Write down the text of your presentation. Use simple and clear language, short and simple sentences. Do not overload it with difficult words. Explain the terms you use in your paper. Avoid using abbreviations and figures without a visual support. Remember: an oral presentation does not mean reading pages from your paper.
- Check the pronunciation of the unknown words in the pronunciation dictionary: wrongly pronounced words block the comprehension and create a poor impression of the speaker regardless of the contents of the presentation.
- Read aloud the full text of your presentation in normal comprehensible pace and strike the time. Allow time for pauses and reiterations (i.e. repetitions and rephrasing of the pronounced ideas for emphasis).
- Modify your presentation speech to meet the time limit.

- Practise recording your talk or invite a friend to listen to it.
- Prepare visual support for your presentation: enlarged drawings of tables, charts, pictures and transparencies or slides.
- Write a mind-map of your presentation speech on a stiff card. It will make you keep it logical.
- Extract the main points of your presentation and write them on stiff cards in big letters: it is easy to find information if you stop and not to get lost in the papers. Number the cards.
- Rehearse the presentation in the room where the defence is going to take place. Invite some listeners. Practice losing your place in your notes and finding it again. Practice using the visuals. See if your voice is loud enough for people in the back row to hear and your slides or transparencies are clear enough for them to read. The rehearsal also has a stress-relieving effect.
- Anticipate the questions you may be asked. Prepare answers to them.
- Arrange your visuals and notes in the right order.
- Test the equipment you are going to use.
- Visualise the audience and the process.
- Believe you can do it.

Tips on Selecting Contents of a Presentation Text

- Introduction: name the title of your paper and list what you are going to speak about: the reasons for your choice of the theme, the aims and objectives of research, research question, hypothesis and methods, outline of chapters including research procedure, findings and conclusions.
- Body (main part): speak about the reasons for your choice of the theme, the aims and objectives of research, research question, hypothesis and methods, outline of chapters including research procedure, findings and conclusions. Provide facts and examples to support your points. Dwell on **your** contribution to the development of the theme. Focus on **how** you have proved the hypothesis. Be precise: instead of saying, “I have used numerous sources” or “Several examples have been found”, say “I have used **25** sources” or “**125** examples have been found”.

Relating the theoretical statements mention the name of the author they belong to. Use the first person **only** when speaking about **your** contribution to the theme. Keep to the outline of your paper. Finish this part with the conclusions of your paper.

- Conclusion: briefly scan through what you have spoken about and say what this paper will be used for and who by and how the theme can be further developed. Thank the audience for attention. Remember: the conclusion of your presentation is not the same as the conclusion of your paper.

Tips on Preparing Visuals

- Remember about the layout and the contents of information you place on it: visuals should support but not replace your presentation.
- Don't place too much information on one transparency/slide, e.g. maximum three bullets with about five words per line or five bullets with about three words per line.
- Use visuals for conveying colours, symbols, pictures and powerful trigger words.
- For printing use dark bold colours and a font size over 24 point.
- Place the information that is hard or impossible to perceive orally, e.g. proper names, figures, graphic illustrations.
- Do not make your visuals as notes for your presentation

Tips on Delivering a Presentation

- Relax and look forward to enjoying the process: you have worked on your favourite theme and now you are eager to present the results of your work to the audience. Nobody knows about **your** paper more than **you** do.
- Greet the audience. Smile.
- Behave naturally.
- Keep track of the text of your presentation, but do not read every word. You should **know** the text. Your notes are for support.

- Keep eye contact with the audience.
- Speak loudly, distinctly and not too fast for the audience to understand you.
- Emphasise the most important points by intonation and repetition. Provide thinking time.
- Keep logical connections with what you have already said, e.g. “As it has been already mentioned, three types of bilingualism have been described...”
- Never split the focus of attention when using the visuals: allow the time for the audience to read the visuals you have provided.
- Finish your presentation with some memorable phrase.
- Thank the audience for attention.

Chapter 9

PAPER ASSESSMENT

Term, Bachelor or Master Paper is assessed according to 10-point mark system. The final mark for Bachelor and Master Paper is the average of the mark for the paper given by the reviewer, the scientific adviser and Examination Board, and the mark for the presentation of the paper during the defence procedure. The final mark for Term Paper is made up in the same way, except the fact that there is no Examination Board.

Criteria for Paper Assessment

- Theme: novel and topical.
- Content: comprehensive and thorough study of the material on the topic, argumentation, critical evaluation of the theme, the author's contribution to the theme in the form of further research into it.
- Convincing evidence for proving the hypothesis.
- Correspondence between aims, objectives and selected methods of research.
- The required proportion between theory and practice (see Chapter 2 *General Features and Regulations*).
- Structure: logical and coherent. Presence of all the required structural elements of the paper (see Chapter 6 *Structural Elements of a Research Paper*).
- Layout: according to the regulations (see Chapter 2 *General Features and Regulations*), clear and easy to follow.
- Language: literary, simple and clear; high standards of accuracy (grammar, spelling, punctuation), uniformity of style and terminology.
- Documenting sources: according to the regulations (see Chapter 5 *Documenting Sources*). No plagiarism.
- Visual presentation and thorough interpretation of the findings in the practical part. The practical part should contain the evidence for verifying the hypothesis.

- Interpretation and evaluation of the data (reliability, objectivity, enough evidence).
- Theses (the main ideas) and conclusion (what has been done and implication for further research).
- Bibliography: the required amount and adequacy of studied sources.
- Relevance of the appendices.
- Paper defence.

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Maketētāja: **Marina Stočka**

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