Research Paper Writing Guidelines

Below please find some very general guidelines for writing up research papers. Bear in mind that the points made here are suggestions and that there are different types of papers students may be asked to do in this program which may vary from the plan offered here.

General Structure

Your research paper should include the following seven essential elements:

▪ **Introduction** (approximately 1 page long)

This short section should clearly indicate the need and purpose of the research. Supply background information relating to a problem (research interest) in the current situation. Point out an issue such as what hasn't been dealt with for a specific group, in a specific situation or what has been inappropriate (insufficient/needed) in L2 research or instruction.

▪ **Literature Review** (approximately 5 page long)

This section should include a review of the background which is necessary for the reader to understand the purpose, design and results of the analysis. Explain precisely what theories (approaches) support your study in what aspects and what previous studies have been conducted in that area.

▪ **Research questions and methodology** (approximately 3 page long)

This section should first introduce the study questions (2 or 3 questions) based on the purpose and need for your study. They should be focused and specific enough to answer from your data analysis. The second thing that should be addressed in this section is the research design. All aspects of the research design must be clearly explained, e.g. how the data was collected, what research methodology was employed, how the data was assessed, etc.. Bear in mind that the purpose of the design should be to clearly answer the research questions.

▪ **Results and Analysis / Interpretations** (approximately 7 page long)

This section is again, composed of two parts. The first part is used to neutrally and simply report the results of the research. After the results have been reported then they need to be analyzed and explained. The second part of this section needs to clearly and adequately answer the research questions.

▪ **Conclusion** (approximately 1 page long)

The conclusion should be a restatement of your results in relation to overall goals and objectives set out the beginning of your paper.

▪ **References**

In the references section list all the sources that have been quoted or cited in the text. The APA format should be applied (see below). More than 20 items are expected.

▪ **Appendices**

Materials for which it is not necessary to be put in the body of the text, such as actual testing tools, raw results or surveys should be put in the appendices.

Style Sheet

Here please find the style guidelines which need to be employed for papers presented for grading in this program. The guidelines presented here generally follow those set up for APA (American Psychological Association) format. Read them carefully and make sure they are followed to the letter.

Part 1 Basic format

▪ Papers should be written on A4 paper.

▪ Margins should be 2.5 centimeters on all sides.

▪ Page numbers should start at 1 after the cover page.

▪ Cover page should include the title of the project, the title of the course and the professor, student's name and number, and the date to be submitted.

▪ Letter size should be 12 and Times New Roman for English and 신명조체 for Korean.

▪ The first line of the first paragraph followed the heading should not be indented, from the second paragraph, the first line of the paragraph should be indented.

Sample

Title (Bold, Font 16)

1. Introduction (Bold, Font 14)

1.1 Something (Bold and indent, Font 12)

1.1.1 Something else (Bold and indent twice, Font 12)

Part 2 Quotations and citations

The author of an academic paper is expected to reveal the sources of the ideas contained in the paper. This is done by either using the original words of (directly quoting) a source or by citing a particular publication as a source of a specific idea. To state an idea that is not one's own without a citation or quote is tantamount to stealing. At the same time, an article can be distracting and lack good flow if there are too many quotes. Therefore, it is important to keep a balance between direct quotes and citations. When the words of the original source are well-suited for the task, then quite directly. When an idea is mentioned which first came from another source or if the ideas from a previous source are being paraphrased then cite.

Direct quotes need to be marked as such. This is achieved by either marking the quoted material in double quotes ("). Alternatively, a long free-standing quote, which is not included in the flow of the text, is set in its own paragraph with its own spacing (single) and wider margins on either side (see Example 3 below for an example). In addition, all direct quotes must show the page number from where the quote comes. Citations are simpler in that no page numbers are required.

Samples

Example 1

It was found that, "The 'placebo effect' … disappeared when behaviors were studied in this manner" (Miele, 1993, p. 276), but she did not clarify which behaviors were studied.

Example 2

Miele (1993) found that "the 'placebo effect,' which had been verified in previous studies, disappeared when [only the first group's] behaviors were studied in this manner" (p. 276).

Example 3

Miele (1993) found the following:

> The "placebo effect," which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors were *never* exhibited again [italics added], even when reel [sic] drugs were administered. Earlier studies (e.g., Abdullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect. (p. 276)

Example 4
In case of two authors
(Hulstijin & McLaughlin, 1990)
OR
Hulstijin and McLaughlin (1990) stated that…

Example 5
In case of multiple references, the authors' names and year of publication of their work should be included in brackets, separated by commas. A blank space should separate the name of the author and the year of publication. The works should be listed in order from oldest to most recent.
(Hulstijin 1990, McLaughlin 1990, Nobuyoshi and Ellis 1993)

Example 6
A work by two or three authors should include all names in the first reference, with only the first author's name followed by *et al.* in subsequent citations. Work by four or more authors should use *et al.* in all citations.
(Hulstijin *et al.*, 1990)

Example 7
When citing from a reprinting, the original date should be given first in brackets.
(Sapir [1929] 1949: 166.)

Example 8
When citing multiple sources from a single author all the dates should be included together separated by commas starting with the oldest first. In a list of publications where several from one author are included, then dates from the one author are to be separated by commas and a semicolon is to be used to separate one author's dates form another's.
van Vlack (1995, 1999, 2002) supported his ideas based on the research of TESOL being fun to learn (Zara et al. 1981, Jung 1988, Lee 1989, 1991; Koeth 1992)

Example 9
When authors' family names are identical, use the initials of their given names in order to avoid confusion even though the year of publication is different.
H.D. Brown (1993) and J.D. Brown (1994) stated that…

Example 10
When one author has two or more publications from the same year these different works are

marked by tacking on lowercase Roman letters starting with 'a' on the right of the date.
Chomsky (1990a)

Part 3 Tables, Graphs, Figures, Diagrams and Charts

▪ Font 12

▪ Headings should be italicized.

▪ Table should be numbered sequentially not according to the sections.

Sample

Table 4
Five Stages of L2 Request Development (Achiba, 2002 and Ellis, 1992)

Stage	Characteristics	Examples
Pre-basic	Highly context-dependent	"Me no blue", "Sir"
Formulaic	Reliance on unanalyzed formulas	"Let's play the game"

Part 4 References

▪ Everything you quote or cite in the body of your research paper must be included in your references.

▪ References should be organized in alphabetical order based on author's family name. Separate Korean references and make sure the title of any Korean resources are given in the original with an English translation directly following in parenthesis.

▪ The font of the references is 10 and the line spacing is single (1.0).

▪ Paginate the list of sources (entitled References) as a continuation of your text.

▪ Skip one space between references.

▪ If you are listing more than one work by the same author, arrange the works by date of publication, starting with the earliest work. Repeat the author's name in each entry.

▪ Invert the names of all authors in each entry, and use initials for the first and middle names of all authors.

▪ When there is more than one author insert a comma between names and use an ampersand (&) before the name of the last author.

▪ When there is more than one author, name all the authors in the list of references. (In the text, if there are more than six authors, list only the first author and use *et al.* before the rest.)

▪ Place the date of publication in parentheses immediately after the author's name. Place a period after the closing parenthesis.

▪ If you list two works by the same author published in the same year, arrange the works alphabetically by title (excluding the articles, *a* and *the*), and assign letters to the year to prevent confusion - (1984a), (1984b).

- Place the article title (if any) or book title after the year of publication.
- In references to books, capitalize only the first word of the book title, the first word of the book subtitle (if any), and all proper names. Italicize the complete book title.
- If the author is also the publisher of the work, put the word *Author* after the place of publication.
- In references to articles in periodicals or in edited volumes, capitalize only the first word of the article title, the first word of the article subtitle (if any), and all proper names. Do not enclose the article title in quotation marks. Put a period after the article title.
- Spell out the names of journals in upper-and lowercase letters, and italicize the journal name.
- In references to periodicals, give the volume number in Arabic numerals, and italicize it. Do not use *vol.* before the number.
- Use *p.* or *pp.* for page numbers in references to newspapers and magazines. Omit *p.* or *pp.* in references to journal articles.
- In references taken from electronic sources the most critical element is the URL. For specifics regarding how the plethora of different electronic sources are to be listed see the *Publication Manual of the American Psychological Association* (Fifth Edition), pp. 268-281. For convenience's sake a few examples are reproduced here.

Article in an Internet –only journal
Fredrickson, B.L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment, 3*, Article 0001a. Retrieved November 20, 2000, from http://journals.apa.org/prevention/volume3/pre0030001a.html

Multipage document created by private organization
Greater New Milford (Ct) Area Healthy Community 2000, Task Force on Teen and Adolescent Issues. (n.d.). *Who has time for a family meal? You do!* Retrieved October 5, 2000, from http://www.familymealtime.org

Document available on university program or department Web site
Chou, L., McClintock, R., Moretti, F., & Dix, D.H. (1993). *Technology and evaluation: New wine in new bottles: Choosing pasts and imagining educational futures.* Retrieved August 24, 2000, from Columbia University, Institute for Learning Technologies Web site: http://www.ilt.columbia.edu/publications/papers/newwine1.html

Part 5 Appendices
- Font 12
- If your paper has only one appendix, label it Appendix; if your paper has more than one appendix, label each one with a capital letter (Appendix A, Appendix B, etc.) in the order in

which they were mentioned in the main text.

Part 6 Sample Paper

A Study of Stages in the Development of Clarification Requests by Korean Learners of English

Discourse Analysis
Professor Stephen van Vlack
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June 21, 2004

1. Introduction

1.1 Introduction
Most Korean EFL learners are likely to have quite a large amount of English knowledge, because English is now mandatory curricular coursework from elementary school to the university level, and is becoming a requirement in the work area as well. In contrast, their English use is minimal, since there is no real purpose and need for them to use English in society; No accessible English speaking community exists in Korea. Therefore, English learning in Korea is not usage based at all. Because of the lack of opportunities for English use, Koreans need to find a new approach to learning.

1.2 The purpose of the study
By pinpointing one basic function, requests for clarification, this study examines how Korean EFL university learners solve the task of maintaining conversation when they do not understand what is said during an interview with a NS (Native Speaker) English professor with whom they are not familiar.

2. Theoretical background

2.1 Pragmatics
- The study of language from a functional perspective.
- The study of the context-dependent nature of language use and language understanding.
- The study of the effects of language use on the grammar of language.
- The study of non-conventional or more narrowly perhaps, non-truth conditional meaning, possibly to be understood as speaker-or utterance- meaning rather than sentence meaning.

2.1.1 Interlanguage pragmatics

Kasper and Schmidt (1996) defined interlanguage pragmatics as the study of the development and use of strategies for linguistic action by nonnative speakers (NNSs), which has a peculiar status in second language research.

2.1.2 Language knowledge and use

Scarcella's (1979) learners likely had knowledge of social status as a factor affecting language use (as would be evident in their L1 use), but they were not yet able to match this knowledge with the appropriate linguistic forms in the L2.

2.2 Form to function mapping in pragmatics

> Language behavior is viewed as having two levels: the functional level, where all meanings and intentions to be expressed are represented; and the formal level, at which all the surface forms used in the language are represented.
>
> (Hamers and Blanc, 2000: 371).

Functional explanations of language build on the very basic idea that language has functions by finding explanations for language structure in systems outside of language itself (Schiffirin, 1994).

2.2.1 Speech acts

Speech act theory, first developed by two philosophers, Austin and Searle, stems from the basic belief that language is used to perform actions and focuses on the relationship of meaning and action to language (Schiffirin, 1994). According to Searle (1976), directives are defined as attempts by the speaker to get the addressee to do something. Therefore, request for clarification is assumed to be a type of directive.

2.2.2 Request for clarification

Blundell et al. (1982) categorize requests for clarification into "making communication work" sections;

▪ Asking someone to say something again (e.g. Pardon?)
▪ Confirming understanding (e.g. Excuse me, does that mean….?)
▪ Creating time to think (er, what's it called,…?).

3. Methodology

3.1 Research questions and hypotheses

(a) Is there a marked difference in the production of the speech act, clarification requests,

according to the level of English proficiency?

(b) How can these differences be characterized?

(c) Why might such differences occur?

It is hypothesized that the developmental stages for EFL learners' clarification requests differ from the ESL learners', since EFL learners have pragmatic knowledge, but they do not seem to know how to use what they have learned.

3.2 Participants, instrumentation, and procedures

The participants in this study are 30 female students from Sookmyung Women's University in Seoul, S. Korea. Participants were drawn from three different sections of a mandatory English for general purposes course. Ages ranged between 19 to 22 years old. Initially 58 students were interviewed and recorded. The final 30 participants were selected based on their proficiency level. The interviewer, a NS professor, acted as the control.

This research was performed cross-sectionally in order to see differences in clarification request responses across three different learner proficiency levels and the NS interviewer.

Table 1

The number of participants grouped by proficiency level

Proficiency levels	Number of participants
Moderate-Emerging	10
Moderate-Mid	10
Commanding-Emerging	10
Native speaker of English	1
Total number of subjects	31

3.3 Data Coding

The first categorization, hesitation, is based on Riggenbach's data collection chart (Riggenbach, 1999:75), in which 3 types of hesitation were identified (specify-silences or fillers, and if fillers, what were they-sounds, words, laugher?).

The second categorization for codifying data is L1 interference, with the sub-categories; "code-switch", "code-mix", and "L1 transfer".

The next category is modeled after the five stages of L2 request development that Kasper and Rose (2002) determined from research in the ESL situation by Achiba (2003) and Ellis (1992).

Lastly, this study examines the data in the matter of directness vs. indirectness in order to find out whether the participants' responses are appropriate in the interview context, even though they have a lower power relation and are unfamiliar with the interviewer.

3.4 Results and discussion

Figure below reveals a marked tendency of pragmatic development for three cross-sectional groups to move more on the right side developmental stages as their proficiency increases. They first rely on initial stages of hesitation, L1 interference and then move toward repetition and unanalyzed formulae in the next stages of development.

Figure 1

Interlanguage developmental stages
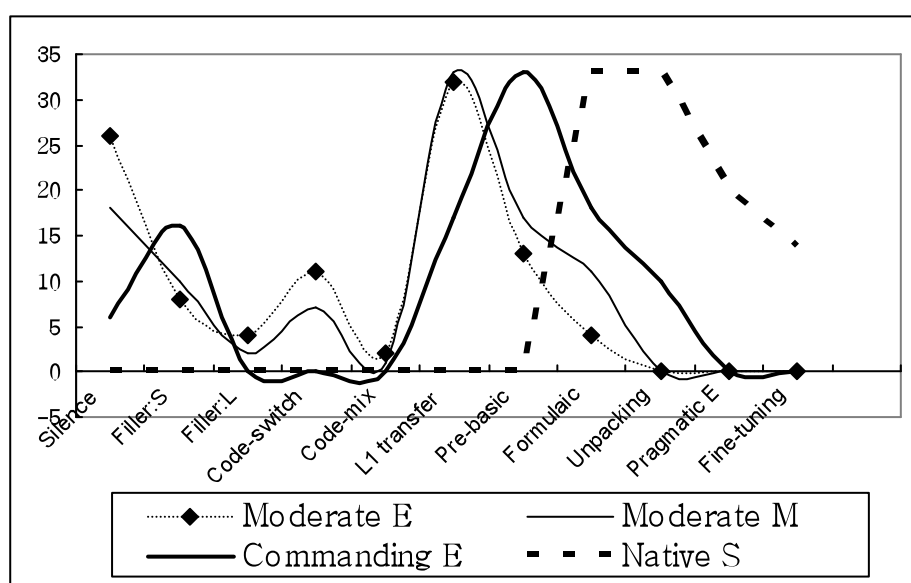
The qualitative analysis of the results focuses on the most prevalent patterns that each proficiency level demonstrated including hesitation, L1 interference, pre-basic and formulaic stages of development.

4. Conclusion

4.1 Research findings

There is a marked difference in producing the speech act, clarification request, according to level of English proficiency. The total number of clarification requests showed marked differences as the mean percentages display, Moderate Low (63%), Moderate Mid (23%), Commanding Emerging (14%).

The results show noticeable developmental tendencies of clarification requests as participant's proficiency increases. Learners at the low proficiency levels mapped L1 forms onto L2 function. Meanwhile, the highest-level students know the intent and are able to map the appropriate forms onto the function.

Finally, the Commanding Emerging group produced the most L2 forms mapping onto L2 function, clarification, even though the detailed results show they need a more usage-

based approach.

4.2 Limitations of the study and further suggestions

This study was conducted using an interview as a means of analysis. As a result, this result may not be applicable to other communicative situations. The research focused only on clarification requests, which are basic communicative functions, so it is not clear how context factors into the form-function mapping of other functions.

With respect to pragmatic learning, meta-pragmatic information, teaching materials, and classroom discourse clearly deserve more attention in teacher training, materials development and syllabus design.

References

Achiba, M. (2003). *Learning to request in a second language: A study of child interlanguage pragmatics*. Clevedon: Multilingual Matters.

Blundell, J., Higgens, J., and Middlemiss, N. (1982). *Function in English*. Oxford: Oxford University Press.

Ellis, R. (1992). Learning to communicate in the classroom: Learning to communicate in the classroom: A study of two learner's requests. *Studies in Second Language Acquisition, 14*, 1-23.

Hamers, J. F., and Blanc, M. (2000). *Bilinguality and bilingualism* (2nd Edition) Cambridge: Cambridge University Press.

Kasper, G. and Rose, K. R. (2002). Pragmatic development in a second language. *Language Learning, 52, Supplement 1.*

Kasper, G. and Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. *Studies in Second Language Acquisition, 18,* 149-69.

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Riggenbach, H. (1999). *Discourse analysis in the language classroom: Volume 1. The spoken language.* Ann Arbor: The University of Michigan Press.

Scarcella, R. (1979). On speaking politely in a second language. In C.A. Yorio, K. Peters, & J. Schachter (Eds.), On TESOL '79: *The learner in focus* (pp. 275-87). Washington, DC:

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Schiffrin, D. (1994). *Approaches to discourse: Pragmatics, structure and functions*. Oxford: Blackwell.

Searle (1976). A classification of illocutionary acts. *Language in Society, 5*, 1-23.