Department of English
University of Vienna

Style sheet
for
papers in linguistics

Version: September 2017

Table of contents

List of abbreviations

List of figures

1. Introduction

The purpose of these notes is to give you clear instructions on how to format a paper written as part of a linguistics course in this department. They will inform you about the formal requirements of such a paper, especially with regard to sections, quotations and references. For your convenience, the format adopted for these notes reflects the one required for your paper (cf. the format of the headings, text or footnotes, for example).

Apart from the formal criteria, there are a number of additional aspects of academic writing you should consider when writing papers in linguistics. You should try to write in a readable and accessible style, and make sure that your arguments are expressed coherently and concisely. Additional information on various aspects of academic writing is available in several books in the library (shelf mark SUY-65) and also, for example, on the websites www.uefap.net (Gillett 2017) and http://owl.english.purdue.edu/ (*The Purdue Online Writing Lab* 1995-2016). See also *Cite them right* (Pears & Shields 2016) for detailed information about referencing and avoiding plagiarism.

Section 2 gives information on general features regarding formatting settings. Section 3 focuses on the way information from secondary sources as well as results of your empirical work are formally incorporated in your paper. It also adds to section 2 by covering in more detail how to format paragraphs, tables and figures. The subsequent section then explains in detail how to format your list of reference entries for different kinds of sources. The purpose of this style sheet is then briefly readdressed in the conclusion.

2. Preliminaries

2.1. Basic features

You should use **A4** paper and print on one side only. Make sure you use sensible margins. About **2 to 3 cm** is an acceptable average for both the left and right margins; this style sheet uses 2 cm all around, for example.[1] To make the paper easier to read, use a line spacing of **1.5** (as in this text). However, footnotes, long quotations, tables and the references should be single spaced. The main body of the text should be **left justified** or **fully justified**. Use a common, legible font type e.g. **Times New Roman** (the font used here), or **Calibri**, and font size **12**.[2] Finally, all pages should be **consecutively numbered**, **beginning with the page which carries the introduction** (i.e. not counting the title page, table of contents or any lists of abbreviations, etc.). The sections of the paper

---

[1] For MA/diploma theses and dissertations, remember to use double-page printouts and to leave a wider margin on the left/right for binding. Concerning the layout of the title page and for further guidelines, refer to the SSC of the Faculty of Philological and Cultural Sciences (Philologisch-Kulturwissenschaftliches StudienServiceCenter).
[2] Please use a 10 point font for footnotes.

should be arranged in the following order: **title page**, **table of contents**, lists (if applicable), **main text**, **references**, appendix (if applicable). Your paper may follow British or American English spelling and grammar conventions. However, once you have made your choice, set your spell check for either British or American English, and use it consistently. If you discover any minor errors after printing, correct them neatly in ink.

The length of your paper will normally be prescribed by the lecturer.[3] Use the word count function on your computer to check that the main body of your paper (introduction to conclusion) is neither too long nor too short, and that the various sections are of an appropriate length. For PS, SE, BA and BEd papers, you should indicate the word count between the conclusion and the references.

2.2. Title page

The title page should contain basic information about the (pro)seminar (title of the course, semester (e.g. WS 2013/14), group number and name of lecturer) as well as your full name, 'Matrikelnummer' and e-mail address, your 'Studienkennzahl/en' and the programme you are in (BA, MEd, Lehramt, etc.). The title of the paper is usually printed in a large font size (30-36) and may be fully centred (see, for example, the title page of these notes).

2.3. Table of contents

The table of contents appears after the title page and before any lists of abbreviations etc. This page should carry the title 'Table of contents' at the top. Leave some space under the heading and then begin to list the contents: section titles on the left, the pages on which the sections begin on the right. The references and any appendices should also be listed here. Most word processing programs can generate the table of contents automatically.[4]

3. Features of the actual paper

3.1. Paragraphing

On the whole, the rule 'one idea, one paragraph' is worth sticking to. Most paragraphs will be 1/3 to 2/3 of a page in length; anything much shorter or much longer should be avoided. It should be clear to you (and the reader) how each sentence contributes to the point of the paragraph which it belongs to and how each paragraph contributes to the line of argument in your paper.

There are two methods of indicating that a new paragraph has begun. In the first case, the first line of a new paragraph is indented by 1 cm.

---

[3] See also the department's official word limits for research papers, http://archiv-anglistik.univie.ac.at/studium/ formulare-und-style-sheets/style-sheets/ (Department tif English, University of Vienna 2017).
[4] The table of contents page of these notes demonstrates the layout for a paper which includes lists of abbreviations and figures. These lists appear on pages assigned small Roman numerals.

TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT

TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT

In the second case, the indentation is omitted; instead, the spacing after a paragraph should be **6 pt** larger than normal:

TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT

TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT TEXT

Note that text beginning new sections or following long quotations, examples, figures, tables or images etc. is not indented. The latter is because long quotations, etc. must be followed by some explanatory text and not by a new paragraph.

3.2. Sectioning

To help organize your work, it is worth dividing it up into explicitly marked sections. This helps to make it obvious for the reader what you are dealing with at any moment in time and gives a very clear overall structure to your work. Sections are numbered, beginning with 1., which is normally the introduction. If you deem it necessary, any section can have sub-sections (e.g. 1.1.) and even sub-sub-sections (e.g. 1.1.1.). However, sub-(sub-)sections are only useful if you are planning to deal with at least two aspects; i.e. only have a sub-section 1.1. if you are also going to have a sub-section 1.2..

Each sub-(sub-)section focuses on a specific aspect of the topic indicated by the section title. In titles and headings, you should capitalize only the first letter of the first word and any other words that are normally capitalized in English (e.g. proper nouns).[5] For an example of sectioning, look closely at these notes. They have been set out according to the above principles.

Do not leave large gaps between sections: there is no need to put each new section on a new page, for example. Avoid section titles at the bottom of a page when the rest of the section is on the next page.

---

[5] The same applies, naturally, to the table of contents and captions for figures and tables, etc.

3.3. Citations and quotations

In the text, the details of the literature referred to are not indicated in full and are not indicated in a footnote. Instead, three pieces of information are given in brackets after the relevant passage: **(Author's surname Year of publication: Relevant page/s)**, e.g. (Channel 1988: 83-85).[6] If an author's name is part of the running text, integrate it in a suitable way, e.g.:

> As Channel (1988: 83) points out, there is still much to learn about how vocabulary is learned in a second language.

Use initials or first names in the running text only when you need to distinguish two or more authors with identical last names.

Citations of books or articles by more than one author take the form (Fischer & Drescher 1996: 854) or (Jucker, Fritz & Lebsanft 1999: 38).[7] When a citation refers to a work consisting of more than one volume, the form (Kühlwein 1970, 1: 210) is used. Reprint editions are cited as follows: (Blom & Gumperz 1986 [1972]: 66).[8]

When using e-books, always try to find the version including page numbers. If only a version without page numbers is available (and no hard copy of the book is available in the library), provide the section or chapter number in the in-text citation.[9]

When citing internet sources, the name of the author(s), the year of publication, if available, and the page numbers, if available, should be indicated. If no author is given, use the name of the organization, group or business, or the title of the web page, or, failing that, the web page's URL. See also section 4.4 for more information on how to cite electronic resources. In the case of reference works such as dictionaries, where authorship is not clearly indicated, include the title of the reference work in your running text. This not only applies to online dictionaries, but also to printed editions.

> For *spill the beans* see *Collins Cobuild English Dictionary* (Sinclair 1995: s.v. *bean*).

Try to avoid citing/paraphrasing text indirectly via another source containing this citation. If it is impossible to avoid, these citations take the form (Horn 1954: 694, quoted in/referred to in/cited in Fischer 1998: 39). In this case, **both** sources must be in the list of references.

Indirect quotations or paraphrases present the ideas or arguments of an author in your own words without quotation marks. In this case, it is extremely important that you add the source from

---

[6] Note that the page numbers given here only pertain to the passage of an article or a book to which reference is actually made, not to the entire work. Avoid global references such as (Chomsky 1965); they are only appropriate in certain contexts.

[7] In the running text *and* is used instead of <&>, as illustrated in the Rayner and Pollatsek quote on page 6.

[8] A reprint refers to material that has been re-published in an identical form to the original, without alterations, but in a new context (e.g. a journal article that is reprinted in an edited volume). This is not the same as a subsequent edition, which tells us that the previous edition has been editorially revised or updated, nor is it the same as a subsequent impression, which is a faithful reproduction of the entire publication without any changes. For citing edited volumes see section 4; information on subsequent impressions can be disregarded.

[9] Do not use the location number your e-book reader provides, as these vary depending on the device you use.

which you gained the information in brackets as well as use the authors' names in combination with a reporting phrase to indicate that the ideas are not your own. Failing to do so would be a clear case of plagiarism. Both the start and the end of the paraphrased text should be clearly indicated, e.g.:

> − Based on these assumptions, Andersen devised a diachronic model in which the development from lexical item to pragmatic marker is presented as a three-stage process (Andersen 2001: 57).
> − In order to account for variable meaning, Mosegaard Hansen (1998: 239) has suggested three different approaches: the homonymy or maximalist, the monosemy or minimalist, and the polysemy approach.

Verbatim (i.e. word-for-word) **quotations** can be integrated in two basic formats: if the quote is quite short (less than three full lines), it is included in the main body of the text and enclosed within double quotation marks, e.g.:

> A reformulation of Alderson's (1984) question by Bernhardt and Kamil (1995: 15) stresses the interaction between the two abilities/knowledge sources, asking, "How L1 literate does a second language reader have to be to make the second language knowledge work? How much second language knowledge does a second language reader have to have in order to make the L1 literacy knowledge work?".

If the quote is longer, it is presented as a separate paragraph indented by 1 cm from the left and right margin, the line spacing for the quote is single, and the quote is not enclosed in quotation marks, e.g.:

> Among other things, Bakhtin (1986 [1952-53]: 95-96) develops the idea of the inherent dialogicality of language:
>
>> When constructing my utterance, I try to actively determine [the listener's] response. […] When speaking I always take into account the apperceptive background of the addressee's perception of my speech […] because all this will determine his active responsive understanding of my utterance.
>
> Thus, Bakhtin describes the mechanism behind a speaker's design of an utterance (including choice of language variety) as a 'dialogue' with a listener's projected responses to the utterance.

All **direct quotations** should follow the original text exactly in wording, spelling and punctuation. As already shown above in the Bakhtin quotation, any changes that you make should be indicated by square brackets [ ]. See, also, the example below where *this*, contrary to the original text, is spelled with a lowercase <t>. Indicate omissions by ellipsis points in square brackets: […]. If you should spot mistakes (e.g. typos) in the original text, you may add Latin [sic] in square brackets after the flawed construction in question, e.g.:

- According to Yule (1996: 19), "[t]his assumption may lead us to think that a name or proper noun […] can only be used to identify one specific person".
- "She wanted to wear her roommates' [sic] baby-blue cotton sweater" (Gibbs 1994: 356).

If you use quotations from languages other than English in the text, give the quote in the original language first and enclose the translation in square brackets, like in the following example taken from Illés (2001: 76):

Ahlqvist (1994: 31) examining Irish spelling states that

[b]aineann nósanna scríofa an tséimhithe go dlúth le nósanna scríofa na Laidine. Bhí *h* i ndiaidh *c*, *p*, agus *t* nádúrtha go maith, tosca na cairn chonsan sin a bheith coitianta sa Laidin […] ach ó tharla gan a leithéid de litriú agus *gh*, *bh*, *dh*, agus *mh* a bheith sa teanga sin ar chor ar bith, cloíodh le *b*, *d*, *g*, *m* = /v, ð, ◊, v/ de réir chóras Laidin na Breataine [the means of writing lenition is closely related to the writing habits of Latin. *H* after *c*, *p*, and *t* was natural enough, on account of those consonant clusters being common in Latin […] but since spellings like *gh*, *bh*, *dh*, and *mh* happened not to be existent in that language at all, *b*, *d*, *g*, *m* = /v, ð, ◊, v/ was adhered to, according to the system of British Latin].

During the Middle Irish period, mainly, the insertion of <h> after the consonant gradually became the general means of marking lenition, whereas nasalised consonants in spelling tended to be preceded by their voiced counterparts (and mutational offspring) in accordance with <g> > <ng>.

Even if you refer to the same source more than once within a short passage, you must always ensure that it is clear how much text is being referred to from that source and that full information can be retrieved from your references, e.g.:

Based on their reviews of other psychologists' research, Rayner and Pollatsek (1989: 471) suggest a "(temporary) working model" of reading which is primarily bottom up but allows for some interaction with top-down processes. The authors point out that initial bottom-up processing (lexical access) is regulated by three factors: eye movements, processing activities up to word level and the different types of memory (Rayner & Pollatsek 1989: 472). Once the meaning of a word has been accessed, the reader's attention shifts to the next word and an "ongoing text representation" (Rayner & Pollatsek 1989: 474) is created acoustically in working memory with the help of inner speech.

3.4. Footnotes

Footnotes are **not** used to indicate the source of citations (these are included in the running text; see section 3.3). Use footnotes only when referring to further discussions of a topic, for example, or to include extra information. Number them consecutively throughout the text and make sure that all punctuation marks as well as closing parentheses precede note numbers in the text.[10]

---

[10] For further information on footnotes, see also section 2.1 of this style sheet.

3.5. Punctuation, font conventions and abbreviations

Use *italics* if you cite a word, phrase or sentence as a linguistic **example** or as the object of discussion; do not use quotation marks for this purpose (see (a) below). Note that linguistic examples that are separated from the body of the text have to be numbered and are no longer in italics (see section 3.6). If you want to make the morpho-syntactic structure of an example transparent, use the "Leipzig Glossing Rules" (Bickel, Comrie & Haspelmath 2015, accessible via https://www.eva.mpg.de/lingua/ pdf/Glossing-Rules.pdf). Linguistic examples in a foreign language should be followed (at least when they first occur) by a translation in single quotation marks (like in (b)). We also use single quotation marks for 'qualified' words or phrases (like in (c)), and for words or phrases enclosed within quotation marks within quotations (see (d)).

Observe carefully how quotation marks are combined with other punctuation marks. Question marks and exclamation marks that are part of the quoted material, for example, go within the quotation marks, while commas, semicolons, colons and full stops follow the closing quotation mark (see (e) and (f)). Follow the formatting conventions in the list of references when the title of an article/a contribution to a book/a book is quoted (see (f); see also section 3.3 or section 6), e.g.:

(a) In a sentence like *Where is he*?, the pronoun *he* …

(b) Lat. *ovis* 'sheep', *equus* 'horse' and *canis* 'dog' are nouns.

(c) stereotypically 'female' behaviour

(d) According to Gass and Mackey (2000: 21), "[c]ognitive psychologists have proposed that we employ various types of 'cognitive structures' or 'mental representations' to help organize the vast amount of information encountered on a daily basis".

(e) Urquhart and Weir (1998: 18) believe that reading is a "language activity, involving at some time or another all the cognitive processes related to language performance".

(f) While in earlier works like *Aspects of the theory of syntax* Chomsky (1965) supports this notion, he later moves away from it, as can be seen in his article "Language and other cognitive systems: what is special about language?" (Chomsky 2011).

If you want to emphasize a word in a quotation, italicize it and add [my emphasis]. If the author him/herself emphasized a word in the original text, use the same formatting and add [original emphasis], e.g.:

– Nation (2001: 320) argues that "[t]he main advantage of chunking is *reduced processing time*" [my emphasis].

– As Urquhart and Weir (1998: 44) point out, "while *all* readers use context, good readers are less dependent on it than poor ones" [original emphasis].

If you insist on indicating emphasis in your own text, do this by using language wherever possible, rather than typographic features. If it has to be done typographically, please do **not** use italics but **bold** type.

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

> There are two allophones of the English phoneme / l /: [l] and [ɫ].

If your computer does not have IPA fonts,[11] insert special (e.g. phonetic or phonemic) symbols and other special characters on the printout in ink, by hand. Make sure you draw diacritics over and under the letters in the exact position they are meant to occupy.

Orthographic symbols are framed by angle brackets:

> The letter <t> was omitted when …

There are special conventions regarding font styles for **mathematical expressions**. Formula editors in software programs such as Microsoft Word convey a good idea of these conventions.

Avoid using too many **abbreviations**; they often pose severe problems for readers not completely familiar with the language of a text. Where more than one abbreviation is acceptable, select one and use it consistently throughout the text. The first time an abbreviation is used, it should appear in conjunction with the term written out in full.[12] It might also be useful to provide a list of them (after the table of contents), particularly in a longer text. Abbreviations ending in a small letter have a full stop following them (e.g. OFr., Gk., Lat.), those ending in a capital letter do not (e.g. MHG, OCS, OE). Here are some abbreviations which are frequently used in linguistics and which you thus do not have to introduce or include in your list of abbreviations:

> cf.   Lat. *confer* 'compare'
> For a more detailed account cf. Cole (1978).
>
> e.g.   Lat. *exempli gratia* 'for the sake of example'
> Any section can have sub-sections (e.g. 1.1.).
>
> i.e.   Lat. *id est* 'that is'
> Begin your list of references on a new page (i.e. the one after your conclusion).
>
> s.v.   Lat. *sub voce* or *sub verbo* 'under the given word or heading'
> For *spill the beans* see *Collins Cobuild English Dictionary* (Sinclair 1995: s.v. *bean*).

---

[11] The most common IPA transcription symbols are available in the font type 'Lucida Sans Unicode', which is included in Microsoft Word. Many linguists also use a Unicode IPA font that is available for free at *SIL International* (2013). Note, however, that university computers do not have this font installed; for printing from these computers, you will thus need to use a pdf of your document. Alternatively, use an online phonetic typewriter such as Szynalski's (n.d.) *typeit* (see http://ipa.typeit.org/).

[12] See, for example, how the abbreviation 'APA' is introduced in section 4.4 of this style sheet.

3.6. Examples, tables and figures

All linguistic examples set off from the running text are single-spaced and must be consecutively numbered in the text; do not start numbering your examples anew with each new heading or subheading. Unlike linguistic examples in the running text (cf. section 3.5), these numbered examples are not given in italics. However, if you refer to (parts of) them again within your text, do so in *italics*, e.g.:

The examples given in (1) from Hengeveld and Mackenzie (2008: 145 [emphasis omitted]) illustrate how Propositional Contents can be modified, in these cases by *maybe*, whereas State-of-Affairs take other kinds of modification, like the temporal relative clause in (2) (Keizer 2015: 143 [emphasis omitted]):

(1) a. Unable to collect from the responsible party, the original card-holder, the credit grantor hopes that maybe the authorized user will pay to keep their credit record clean.

   b. He believes that maybe the effect of the PeptoBismol® is due to its colour.

(2) The meeting that took place yesterday was boring.

BUT:

Considering an example like *The meeting that took place yesterday*, it can be said that …

If you include **tables** in your paper, label them 'Table', and give them an Arabic numeral and an informative caption, capitalized as you would a title, in 10 pt bold (**above** the table). Other material such as photographs, images, charts and line drawings should be labelled 'Figure' (Fig.) and be properly numbered and captioned as well (**below** the figure). Diagrams and graphs should be labelled in a clear and legible way (e.g. axis labels). Captions should provide information on the data depicted in a graph or table. Remember to also include a shorter version of this caption that still provides readers with a clear idea of what the figure or table shows in the list of tables and figures at the beginning of your paper, after the table of contents (see also sections 2.3 and 3.2).

Take care to refer to **all** examples, tables and figures in the text. Begin by stating what they are meant to illustrate so that the reader knows what to look for. Then insert the example, table or figure and explain what it means. Conclude your explanation by briefly restating what it is meant to show. In other words, a new paragraph should never begin immediately following an example, table or figure.

For illustration, Figure 1 below shows the diachronic development of the English adverb *therefore* from 1800 to 2000 in the fiction genre (based on the Corpus of Historical American English, COHA, Davies 2010).
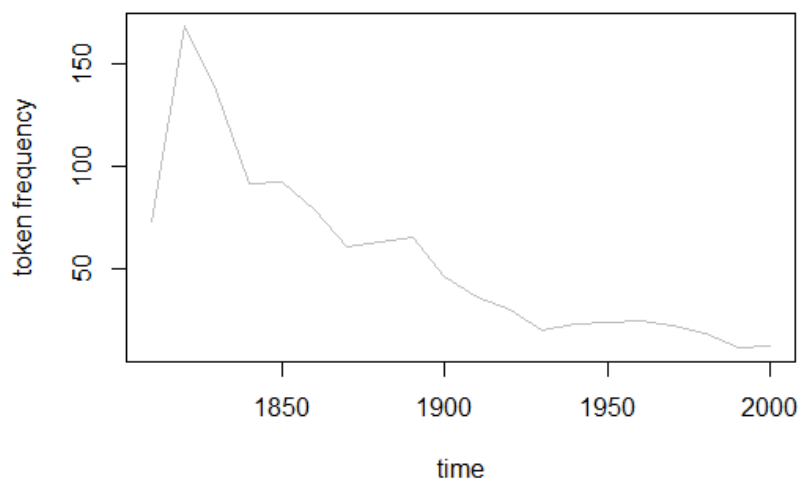

Figure 1. Frequency trajectory of *therefore* in fiction texts showing a decreasing development. Time (horizontal axis) ranges from 1800 to 2000; token frequency (vertical axis) is normalized per million. Data were retrieved from COHA (Davies 2010).

As Figure 1 clearly shows, *therefore* has been decreasingly used through the 19th and 20th century. A potential reason for this decline might be that…

3.7. Plagiarism

Plagiarism (i.e. using another author's or student's ideas or phrasing and representing them as your own without acknowledging it, but also reusing your own text without indicating this) is a serious offence with legal consequences. As a member of the University of Vienna's scientific community, you must respect and obey the academic code of conduct as published in the *Mitteilungsblatt* (Universität Wien 2006). See also the explanations given by the Studienpräses der Universität Wien concerning "Sicherung der guten wissenschaftlichen Praxis". Consult your lecturer in case of doubt.

4. Format of references

The references at the end of your paper give full citation details of the literature referred to in the text. Make sure that your list of references comprises all of the books/articles/etc. referred to in the running text and vice versa! Note that this also means that **only** the sources you cite in the running text are included in your list of references.[13] Always begin your list of references on a new page, directly after your conclusion. The references are ordered alphabetically and chronologically, if there is more than one work by the same author. Single-authored publications appear before edited works by the same

---

[13] So for example do not include a separate entry for an edited volume if you only refer to a contribution in it and not the volume as a whole in your text.

author and/or co-authored works; cf. the entries for Jucker in the end-of-text references of this style sheet. First names should be written out in full, i.e. try to avoid initials if possible, which may even involve some online research in order to find the author's first name in full. References are single spaced and left justified only; if they stretch over more than one line, subsequent lines should be indented by 1 cm, as illustrated in this style sheet. If you make use of primary sources (i.e. material that serves as the object of analysis), these are listed in a separate subsection.

4.1. Books

You must give five pieces of information: **Author/Editor, Year of publication, *Title*, Place of publication** and **Publisher**. The author's/editor's surname is always the first piece of information and is followed by the author's/editor's first name written out in full. Second names, if given, should be initialized. Surnames with particles like *van/von* are listed under the capitalized name, cf. Langenhove and Harré (1999) in the end-of-text references. Sometimes you will need to refer to institutional authors, such as the EU, Council of Europe, OECD, etc. Next, the year of publication is indicated. If a work has not been published yet, use 'In press' or 'Forthcoming'.

The title must be written in *italics*[14] and information on the edition used should be given in brackets after the title (if applicable).[15] Only the first word of the title and any words normally capitalized in English have capital letters (i.e. use sentence capitalization regardless of the capitalization conventions used by the publisher). If you include a subtitle, separate it from the title by a colon. Note that titles in languages other than English should be translated into English, with the translation following the original title in square brackets (see Ahlqvist 1994 in the list of references).

In connection with the place of publication and publisher, only the first place of publication is given. Towns in the USA are followed by the abbreviation of the state, i.e. Cambridge, MA (USPS 2013). Shorten the publisher's name by omitting articles and descriptive words such as House, Publishers, Ltd., etc..

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

Aitchison, Jean. 2003. *Words in the mind*. (3rd edition). Oxford: Blackwell.
Cole, Peter (ed.). 1978. *Syntax and semantics 9: pragmatics*. New York, NY: Academic Press.
Dumas, Bethany. In press. *Varieties of American English*. Oxford: Blackwell.
European Commission. 2012. *First European survey on language competences*. Brussels: European Commission.
Sinclair, John (ed.). 1995. *Collins Cobuild English dictionary*. (2nd edition). London: HarperCollins.
UNESCO. 2002. *Universal declaration on cultural diversity*. Paris: UNESCO.
Wardhaugh, Ronald. 1998. *An introduction to sociolinguistics*. (3rd edition). Oxford: Blackwell.

---

[14] If titles of books/articles are mentioned in the main body of your text, which is occasionally the case, use the same formatting as for the references, i.e. italics for the title of a book and quotation marks for the title of an article.
[15] This is only necessary for second and subsequent editions and not for subsequent impressions and reprints.

If there is more than one author/editor, use the order given on the cover of the book, which may or may not be alphabetical, and separate them by a semicolon:

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

Bloom, Benjamin; Engelhart, Max; Furst, Edward; Hill, Walker; Krathwohl, David. 1956. *Taxonomy of educational objectives: cognitive domain*. New York, NY: David McKay.
Cameron, Lynne; Low, Graham (eds.). 1999. *Researching and applying metaphor*. Cambridge: Cambridge University Press.
Culpeper, Jonathan; Kytö, Merja. Forthcoming. *Speech in writing: explorations in Early Modern English dialogues*. Cambridge: Cambridge University Press.
Jucker, Andreas H.; Fritz, Gerd; Lebsanft, Franz (eds.). 1999. *Historical dialogue analysis*. Amsterdam: Benjamins.
Nevalainen, Terttu; Raumolin-Brunberg, Helena (eds.). 1996. *Sociolinguistics and language history: studies based on the* Corpus of Early English Correspondence. Amsterdam: Rodopi.[16]

For four or more authors, list all of the authors in the reference and use 'et al.' in the main body of your text, e.g. (Bloom et al. 1956). If the standard format for in-text citations makes it impossible to identify which work from the list of references is meant (usually if someone published more than one work in one year), add a letter to the year, starting with <a> and order the books alphabetically according to title if needed:[17]

Minsky, Jan. 1988a. *English consonants*. Cambridge: Cambridge University Press.
Minsky, Jan. 1988b. *English vowels*. Cambridge: Cambridge University Press.

BA, Diploma, MA and PhD theses are referred to as follows:

Gudenus, Teresa. 1999. "Australian teen-agers' attitudes towards American, Australian and British English". MA thesis, University of Vienna.
Unger, Johann W. 2009. "The discursive construction of Scots". PhD thesis, Department of Linguistics and English Language, Lancaster University.

Special cases include, for example, books which were translated or which were published posthumously (e.g. Austin), as well as well as reprints, for which you should indicate the date of first publication in square brackets.[18]

Austin, John L. 1975. *How to do things with words*. (2nd edition, ed. by James O. Urmson and Marina Sbisà). Cambridge, MA: Harvard University Press.
Bakhtin, Mikhail. 1984 [1963]. *Problems of Dostoevsky's poetics*. (ed. and transl. by Caryl Emerson). Minneapolis, MN: University of Minnesota Press.
Blom, Jan-Petter; Gumperz, John J. 1986 [1972]. "Social meaning in linguistic structure: code-switching in Norway". In Gumperz, John J.; Hymes, Dell (eds.). *Directions in sociolinguistics: the ethnography of communication*. New York, NY: Holt, Rinehart and

---

[16] Note that when a published source which would normally be written in italics (e.g. a corpus) is mentioned in the title, it is not written in italics in this particular case.
[17] In this case, you should cite these references accordingly in the text, i.e. as (Minsky 1998a: 2) and (Minsky 1988b: 5).
[18] NB: a reprint is not the same as a 'subsequent impression' – see section 3.3.

Winston, 35-71.

Wittgenstein, Ludwig. 1958 [1953]. *Philosophische Untersuchungen / Philosophical investigations*. (transl. by G.E.M. Anscombe). New York, NY: Macmillan.

4.2. Articles

4.2.1. *Articles in journals (including reviews)*

In contrast to book/article titles, content words in the titles of journals are capitalized. List the information as follows:

Author's surname, author's first name[; 2nd author's surname, 2nd author's first name]. Year. "Title". *Journal/Periodical* **Volume number(Issue number), Page/s.**

Aijmer, Karin. 2003. "Review of Andersen, Gisle. 2001. *Pragmatic markers and sociolinguistic variation*. Amsterdam: Benjamins". *Functions of Language* 10(1), 143-146.

Fischer, Kerstin; Drescher, Martina. 1996. "Methods for the description of discourse particles: contrastive analysis". *Language Sciences* 18(3-4), 853-861.

Fromkin, Victoria. 1971. "The non-anomalous nature of anomalous utterances". *Language* 47, 27-52.

Hirschberg, Julia; Litman, Diane. 1993. "Empirical studies on the disambiguation of cue phrases". *Computational Linguistics* 19(3), 501-530.

Nation, Paul. 1993. "Predicting the context of texts". *The TESOLANZ Journal* 1, 37-46.

4.2.2. *Articles/chapters in books*

List the following information in the following manner:

Author's surname, author's first name[; 2nd author's surname, 2nd author's first name]. Year. "Title". In Editor's surname, editor's first name[; 2nd editor's surname, 2nd editor's first name] (ed/s.). *Book Title*. *Volume* **[if applicable]. Place of publication: Publisher, Page/s.**

Ahlqvist, Anders. 1994. "Litriú na Gaeilge [Irish orthography]". In McCone, Kim; McManus, Damian; Ó Háinle, Cathal; Williams, Nicholas; Breatnach, Liam (eds.). *Stair na Gaeilge: in ómós do Pádraig Ó Fiannachta* [*The history of Irish: in honour of Pádraig Ó Fiannachta*]. Maigh Nuad/Maynooth: Roinn na Sean-Ghaeilge – Coláiste Phádraig, 23-59.

Channel, Joanna. 1988. "Psycholinguistic considerations in the study of L2 vocabulary acquisition". In Carter, Ronald; McCarthy, Michael (eds.). *Vocabulary and language teaching*. London: Longman, 83-96.

Hartman, James W. 1985. "Guide to pronunciation". In Cassidy, Frederic G. (ed.). *DARE: Dictionary of American Regional English. Vol. 1: A-C*. Cambridge, MA: Belknap Press of Harvard University Press, xli-lxi.

Kehler, Andrew. 2004. "Discourse coherence". In Horn, Laurence R.; Ward, Gregory (eds.). *The handbook of pragmatics*. Malden, MA: Blackwell, 241-265.

Nevalainen, Terttu; Raumolin-Brunberg, Helena. 2000. "The changing role of London on the linguistic map of Tudor and Stuart English". In Kastovsky, Dieter; Mettinger, Arthur (eds.). *The history of English in a social context: a contribution to historical sociolinguistics*. Berlin: Mouton de Gruyter, 279-337.

4.2.3. *Articles in newspapers and non-academic print sources*

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

If the author is not given, use the title of the (print) medium as the reference and put it in place of the author.

> Allen, Caffilene. 1994. "First they changed my name …: deep in Appalachia, education came with a price". *Ms. Magazine*, January/February, 9-10.
> Hodge, Tom. 1984. "East Tennesseans speak Appalachian". *New York Times,* 11 Jan., 41.
> *The Observer*. 2013. "For our children's sake the social worker's role must be reinvented". 6 Oct., 44.

4.3. Corpora

Corpus compilers usually indicate how they want a corpus to be cited in the handbook published with the corpus or on their webpage, like, for example, the *Vienna-Oxford International Corpus of English* (VOICE). In general, cite corpora by their established abbreviations, in this case VOICE. Content words in titles of corpora are capitalized.

> **Citing VOICE:**
> […]
> **Recommended Citation for VOICE Online**
> **Version VOICE 2.0 Online**
> (for research based on VOICE Online after January 2013)
> VOICE. 2013. *The Vienna-Oxford International Corpus of English* (version 2.0 online). Director: Barbara Seidlhofer; Researchers: Angelika Breiteneder, Theresa Klimpfinger, Stefan Majewski, Ruth Osimk-Teasdale, Marie-Luise Pitzl, Michael Radeka. http://voice.univie.ac.at (date of last access).
> […]
> **Short citations**
> Alternatively, the short citations indicated below can be used (for VOICE XML and VOICE Online, select the applicable year and version number):
> […]
> **VOICE Online**
> VOICE. 2009/2011/2013. *The Vienna-Oxford International Corpus of English*. (version 1.0/1.1/2.0 Online). (date of last access).

If no official guidelines are available, try to provide as many details as possible, like in the following example:

> *Louvain Corpus of Native English Essays* (LOCNESS). n.d. Centre for English Corpus Linguistics, Université Catholique de Louvain. http://www.fltr.ucl.ac.be/fltr/germ/etan/cecl/Cecl-Projects/Icle/locness1.htm (20 April 2009).

4.4. Electronic resources

Bibliographic listings of internet and electronic sources essentially follow the (near) equivalent format for print sources, with online sources additionally including the access path (URL) and date of access (the longer months may be abbreviated to three letters).

Below you will find some of the more common types of primary and secondary sources you might want to refer to in a linguistics paper but it is impossible to list them all. If you are not sure how to format a reference, you may first want to examine a more extensive style sheet for a similar source, for example the American Psychological Association (APA) style sheet (American Psychological Association 2009) and 'translate' the formatting information there into a format which (closely) matches the conventions given here.

Cooper, Helen; Cowell, Alan. 2009. "Obama sets new tone for European allies". *New York Times Electronic Edition*, 3 April. http://www.nytimes.com/2009/04/04/world/europe/ 04nato.html?_ r=1&hp[19] (5 April 2009).
Coxhead, Averil. 2010. "Grabbed early by vocabulary: Nation's ongoing contributions to vocabulary and reading in a foreign language". *Reading in a Foreign Language* 22(1). http://nflrc.hawaii.edu/rfl/April2010/ (7 Oct. 2013).
Lenk, Uta. 2005. "Discourse markers". In Östman, Jan-Ola; Verschueren, Jef (eds.). *Handbook of pragmatics online*. Amsterdam: Benjamins. www.benjamins.com/online/hop (17 June 2006).
Wynne, Martin (ed.). 2006. *Developing linguistic corpora: a guide to good practice*. E-books Directory. http://www.e-booksdirectory.com/details.php?ebook=8334 (6 Oct. 2013).

It is important to distinguish between true online sources, i.e. contents posted on a website that might be updated, changed or removed, and publications that are available in identical form in print and online. References to articles published in peer-reviewed journals which are not found exclusively online do not include the access path and date of access even when they have been accessed online, e.g. via databases. Only if there are differences between the online and print version or if the work is **only** available online should the access path and date of access be included.

4.4.1. The internet

For obvious reasons, you should treat much information from the internet with caution. To reference sources available on the WWW, follow the nearest equivalent format for print sources, plus URL and date of access. When citing internet sources in the running text for which no author is available (cf. section 3.3), use exactly the same wording in the end-of-text references, i.e. the title of the web page, e.g. *Adslogans* (2013) or, if no title is available, the web page's URL. These are then put in place of the author. If there is no publication date available, use 'n.d.' in its place.

A Corpus of English Dialogues 1560-1760. 2006. Uppsala: Uppsala University. http://www.engelska.uu.se/Research/English_Language/Research_Areas/Electronic_Resource _Projects/A_Corpus_of_English_Dialogues/ (7 Oct. 2013).
Adslogans. 2013. "Slogan of the year 2012". http://www.adslogans.co.uk/site/pages/slogan-of-the-year.php (7 Oct. 2013).
Council of Europe. 2001. *Common European framework of reference for languages*. http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (7 Oct. 2013).

---

[19] Long URLs may be broken across two lines for a better fit as long as nothing is changed. Note that in this style sheet all of the links have been deactivated.

Leong Ping, Alvin. n.d. "Theme". *SFG Page*. http://www.alvinleong.info/sfg/sfgtheme.html (24 Feb. 2017).

Macafee, Caroline. 1996. "The case for Scots in the 2001 census". http://www.abdn.ac.uk/~enl038/case.html (17 Feb. 2008).[20]

November, Alan. 2013. "Five things I've learned", 8 August. http://blog.pearsonfoundation.org/2013/08/alan-november-on-five-things-ive-learned.html (7 Oct. 2013).

4.4.2. *Software and electronic reference sources*

Other electronic resources include software/computer programs which you may use in linguistic analyses, and reference sources in electronic format, e.g.:

Boersma, Paul; Weenik, David. 2007. *Praat: doing phonetics by computer*. (Version 5.1.04). [Computer Program]. http://www.praat.org/ (5 Feb. 2009).

The Oxford English dictionary computer file. 1992. (2nd edition). [CD-ROM]. Oxford: Oxford University Press.

Scott, Mike. 2004-2006. *Oxford WordSmith Tools*. (Version 4.0). [Computer Program]. Oxford: Oxford University Press.

TechSmith Corporation. n.d. *Camtasia Studio for Windows*. (Version 8.1). [Computer Program]. http://www.techsmith.com/camtasia.html (7 Oct. 2013).

4.5. Miscellaneous

Communications (public; personal):

Lohmann, Arne. 2013. Introduction to the study of language I [Lecture, Department of English, University of Vienna], 7 Oct.

Walters, Frank. 2010. Conversation with/Letter to/E-mail to/Telephone conversation with/Text message to/Fax to John Stephens, 5 May.

Conferences (paper from conference proceedings; full conference proceedings; unpublished paper):

Errey, Lynn. 2007. "What is it about other people's words?" In Olwyn, Alexander (ed.). *New approaches to materials development for language learning: proceedings of the 2005 joint BALEAP/SATEFL conference*. Oxford: Long, 209-222.

Olwyn, Alexander (ed.). 2007. *New approaches to materials development for language learning: proceedings of the 2005 joint BALEAP/SATEFL conference*. Oxford: Long.

Preston, Dennis. 2006. "Variation in language perception". Paper presented at *New ways of analyzing variation* (NWAV 35), The Ohio State University, Columbus, 9-12 Nov. 2006.

Audio, visual and audio-visual material:

American tongues. 1986. Prod. and dir. by Andrew Kolker and Louis Alvarez. [Video]. New York, NY: Center for New American Media.

ceridwen. 2008. *Sir James Murray's letterbox*. http://commons.wikimedia.org/wiki/File:Sir_James_Murray's_letterbox_-_geograph.org.uk_-_718072.jpg (7 Oct. 2013).

"Couric stumps Palin with supreme court question". n.d. http://www.youtube.com/watch?v=0rXmuhWrlj4 (28 April 2009).

FM4 artist of the week. 2013. FM4, 7 October.

Little Britain. 2005. BBC2, 23 June.

Oasis. 2000. *(What's the story) Morning glory*. [CD]. London: Big Brother.

---

[20] This reference illustrates the importance of including the date of access: the article is no longer available online.

5. Conclusion

If you are not sure how a paper for a particular course should be set out or if you have any further questions (after having read through this style sheet very carefully and consulted *The Purdue Online Writing Lab*, for example), **ask the lecturer in charge.**

Word count: 6,173

6. References

Adslogans. 2013. "Slogan of the year 2012". http://www.adslogans.co.uk/site/pages/slogan-of-the-year.php (7 Oct. 2013).

Ahlqvist, Anders. 1994. "Litriú na Gaeilge [Irish orthography]". In McCone, Kim; McManus, Damian; Ó Háinle, Cathal; Williams, Nicholas; Breatnach, Liam (eds.). *Stair na Gaelige: in ómós do Pádraig Ó Fiannachta* [*The history of Irish: in honour of Pádraig Ó Fiannachta*]. Maigh Nuad/Maynooth: Roinn na Sean-Ghaeilge – Coláiste Phádraig, 23-59.

Aijmer, Karin. 2003. "Review of Andersen, Gisle. 2001. *Pragmatic markers and sociolinguistic variation*. Amsterdam: Benjamins". *Functions of Language* 10(1), 143-146.

Aitchison, Jean. 2003. *Words in the mind*. (3rd edition). Oxford: Blackwell.

Alderson, J. Charles. 1984. "Reading in a foreign language: a reading problem or a language problem?". In Alderson, J. Charles.; Urquhart, A. H. (eds.) *Reading in a foreign language*. London: Longman, 1-27.

American Psychological Association. 2009. *Publication manual of the American Psychological Association*. (6th edition). Washington, DC: APA.

American tongues. 1986. Prod. and dir. by Andrew Kolker and Louis Alvarez. [Video]. New York, NY: Center for New American Media.

Andersen, Gisle. 2001. *Pragmatic markers and sociolinguistic variation: a relevance theoretic approach to the language of adolescents*. Amsterdam: Benjamins.

Austin, John L. 1975. *How to do things with words*. (2nd edition, ed. by James O. Urmson and Marina Sbisà). Cambridge, MA: Harvard University Press.

Bakhtin, Mikhail. 1986 [1952-53]. *Speech genres and other late essays*. (ed. by Caryl Emerson and Michael Holquist, transl. by Vern W. McGee). Austin, TX: The University of Texas Press, 60-102.

Bakhtin, Mikhail. 1984 [1963]. *Problems of Dostoevsky's poetics*. (ed. and transl. by Caryl Emerson). Minneapolis, MN: University of Minnesota Press.

Bernhardt, Elisabeth; Kamil, Michael L. 1995. "Interpreting relationships between L1 and L2 reading: consolidating the linguistic threshold and the linguistic interdependence hypotheses". *Applied Linguistics* 16, 15-34.

Biber, Douglas; Finegan, Edward. 1997. "Diachronic relations among speech-based and written registers in English". In Nevalainen, Terttu; Kahlas-Tarkka, Leena (eds.). *To explain the present: studies in changing English in honor of Matti Rissanen*. Helsinki: Société Néophilologique, 253-276.

Bickel, Balthasar; Comrie, Bernard; Haspelmath, Martin. 2015. "The Leipzig Glossing Rules: conventions for interlinear morpheme-by-morpheme glosses". Leipzig: Max Planck Institute for Evolutionary Anthropology. https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf (31 March 2017).

Blom, Jan-Petter; Gumperz, John J. 1986 [1972]. "Social meaning in linguistic structure: code-switching in Norway". In Gumperz, John J.; Hymes, Dell (eds.). *Directions in sociolinguistics: the ethnography of communication*. New York, NY: Holt, Rinehart and Winston, 35-71.

Bloom, Benjamin; Engelhart, Max.; Furst, Edward; Hill, Walker; Krathwohl, David. 1956. *Taxonomy of educational objectives: cognitive domain*. New York, NY: David McKay.

Boersma, Paul; Weenik, David. 2007. *Praat: doing phonetics by computer*. (Version 5.1.04). [Computer Program]. http://www.praat.org/ (5 Feb. 2009).

Cameron, Lynne; Low, Graham (eds.). 1999. *Researching and applying metaphor*. Cambridge: Cambridge University Press.

Channel, Joanna. 1988. "Psycholinguistic considerations in the study of L2 vocabulary acquisition". In Carter, Ronald; McCarthy, Michael (eds.). *Vocabulary and language teaching*. London: Longman, 83-96.

Chomsky, Noam. 1965. *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.

Chomsky, Noam. 2011. "Language and other cognitive systems: what is special about language?". *Language Learning and Development* 7(4), 263-278.

Cole, Peter (ed.). 1978. *Syntax and semantics 9: pragmatics*. New York, NY: Academic Press.

Council of Europe. 2001. *Common European framework of reference for languages*. http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (7 Oct. 2013).

Coxhead, Averil. 2010. "Grabbed early by vocabulary: Nation's ongoing contributions to vocabulary and reading in a foreign language". *Reading in a Foreign Language* 22(1). http://nflrc.hawaii.edu/rfl/April2010/ (7 Oct. 2013).

Culpeper, Jonathan; Kytö, Merja. Forthcoming. *Speech in writing: explorations in Early Modern English dialogues*. Cambridge: Cambridge University Press.

Department of English, University of Vienna. 2017. "Word limits for research papers". http://archiv-anglistik.univie.ac.at/studium/formulare-und-style-sheets/style-sheets/ (31 March 2017).

Dumas, Bethany. In press. *Varieties of American English*. Oxford: Blackwell.

Errey, Lynn. 2007. "What is it about other people's words?" In Olwyn, Alexander (ed.). *New approaches to materials development for language learning: proceedings of the 2005 joint BALEAP/SATEFL conference*. Oxford: Long, 209-222.

European Commission. 2012. *First European survey on language competences*. Brussels: European Commission.

Fischer, Andreas. 1998. "*Marry*: from religious invocation to discourse marker". In Borgmeier, Raimund; Grabes, Herbert; Jucker, Andreas H. (eds.). *Anglistentag 1997 Giessen. Proceedings*. Trier: WVT, 35-46.

Fischer, Kerstin; Drescher, Martina. 1996. "Methods for the description of discourse particles: contrastive analysis". *Language Sciences* 18(3-4), 853-861.

Fromkin, Victoria. 1971. "The non-anomalous nature of anomalous utterances". *Language* 47, 27-52.

Gass, Susan M.; Mackey, Alison. 2000. *Stimulated recall methodology in second language research*. Mahwah, NJ: Lawrence Erlbaum.

Gibbs, Raymond W. 1994. *The poetics of mind: figurative thought, language, and understanding*. New York, NY: Cambridge University Press.

Gillett, Andy. 2017. *Using English for academic purposes: a guide for students in higher education*. www.uefap.co.uk (31 March 2017).

Gudenus, Teresa. 1999. "Australian teen-agers' attitudes towards American, Australian and British English". MA thesis, University of Vienna.

Hartman, James W. 1985. "Guide to pronunciation". In Cassidy, Frederic G. (ed.). *DARE: Dictionary of American Regional English. Vol. 1: A-C*. Cambridge, MA: Belknap Press of Harvard University Press, xli-lxi.

Hengeveld, Kees; Mackenzie, J. Lachlan. 2008. *Functional Discourse Grammar: a typologically-based theory of language structure.* Oxford: Oxford University Press.

Hirschberg, Julia; Litman, Diane. 1993. "Empirical studies on the disambiguation of cue phrases". *Computational Linguistics* 19(3), 501-530.

Hodge, Tom. 1984. "East Tennesseans speak Appalachian". *New York Times,* 11 Jan., 41.

Horn, Wilhelm. 1954. *Laut und Leben: englische Lautgeschichte der neueren Zeit (1400-1950) [Sound and life: a history of English sounds in the modern era (1400-1950)]. 2 Vols*. (ed. by Martin Lehnert). Berlin: Deutscher Verlag der Wissenschaften.

Illés, Theresa-Susanna. 2001. "Standard Irish in the written media: loan words and initial mutation". MA thesis, Vienna University.

Jucker, Andreas H. 1997. "The discourse marker well in the history of English". *English Language and Linguistics* 1(1), 91-110.

Jucker, Andreas H.; Fritz, Gerd; Lebsanft, Franz (eds.). 1999. *Historical dialogue analysis*. Amsterdam: Benjamins.

Kehler, Andrew. 2004. "Discourse coherence". In Horn, Laurence R.; Ward, Gregory (eds.). *The*

handbook of pragmatics. Malden, MA: Blackwell, 241-265.

Keizer, Evelien. 2015. *A Functional Discourse Grammar for English.* Oxford: Oxford University Press.

Kühlwein, Wolfgang (ed.). 1970. *Linguistics in Great Britain. Vol. 1.* Tübingen: Niemeyer.

Langenhove, Luk van; Harré, Rom. 1999. "Introducing Positioning Theory". In Langenhove, Luk van; Harré, Rom (eds.). *Positioning Theory*. Oxford: Blackwell, 14-31.

Lenk, Uta. 2005. "Discourse markers". In Östman, Jan-Ola; Verschueren, Jef (eds.). *Handbook of pragmatics online*. Amsterdam: Benjamins. www.benjamins.com/online/hop (17 June 2006).

Leong Ping, Alvin. n.d. "Theme". *SFG Page*. http://www.alvinleong.info/sfg/sfgtheme.html (24 Feb. 2017).

Lohmann, Arne. 2013. Introduction to the study of language I [Lecture, Department of English, University of Vienna], 7 Oct.

Macafee, Caroline. 1996. "The case for Scots in the 2001 census". http://www.abdn.ac.uk/ ~enl038/case.htm (17 Feb. 2008).

Minsky, Jan. 1988a. *English consonants*. Cambridge: Cambridge University Press.

Minsky, Jan. 1988b. *English vowels*. Cambridge: Cambridge University Press.

Mosegaard Hansen, Maj-Britt. 1998. "The semantic status of discourse markers". *Lingua* 104, 235-260.

Nation, Paul. 1993. "Predicting the context of texts". *The TESOLANZ Journal* 1, 37-46.

Nation, Ian S.P. 2001. *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nevalainen, Terttu; Raumolin-Brunberg, Helena (eds.). 1996. *Sociolinguistics and language history: studies based on the* Corpus of Early English Correspondence. Amsterdam: Rodopi.

Nevalainen, Terttu; Raumolin-Brunberg, Helena. 2000. "The changing role of London on the linguistic map of Tudor and Stuart English". In Kastovsky, Dieter; Mettinger, Arthur (eds.). *The history of English in a social context: a contribution to historical sociolinguistics.* Berlin: Mouton de Gruyter, 279-337.

November, Alan. 2013. "Five things I've learned", 8 August. http://blog.pearsonfoundation. org/2013/08/alan-november-on-five-things-ive-learned.html (7 Oct. 2013).

Olwyn, Alexander (ed.). 2007. *New approaches to materials development for language learning: proceedings of the 2005 joint BALEAP/SATEFL conference*. Oxford: Long.

The Oxford English dictionary computer file. 1992. (2nd edition). [CD-ROM]. Oxford: Oxford University Press.

Pears, Richard; Shields; Graham. 2016. *Cite them right: the essential referencing guide.* (10th edition). Houndmills: Palgrave Macmillan.

Philologisch-Kulturwissenschaftliches StudienServiceCenter. n.d. *Leitfaden – Einreichung wissenschaftlicher Arbeiten*. http://ssc-philkultur.univie.ac.at/serviceleistungen/einreichung-wiss-arbeit/ (10 Oct. 2013).

Preston, Dennis. 2006. "Variation in language perception". Paper presented at *New ways of analyzing variation* (NWAV 35), The Ohio State University, Columbus, 9-12 Nov. 2006.

Rayner, Keith; Pollatsek, Alexander. 1989. *The psychology of reading*. Englewood Cliffs, NJ: Prentice Hall.

The Purdue Online Writing Lab. 1995-2016. http://owl.english.purdue.edu/ (31 March 2017).

Scott, Mike. 2004-2006. *Oxford WordSmith Tools*. (Version 4.0). [Computer Program]. Oxford: Oxford University Press.

Sil International. 2013. scripts.sil.org/DoulosSILfont (3 Sep. 2013).

Sinclair, John (ed.). 1995. *Collins Cobuild English dictionary*. (2nd edition). London: HarperCollins.

Studienpräses der Universität Wien. n.d. "Sicherung der guten wissenschaftlichen Praxis". http://studienpraeses.univie.ac.at/informationsmaterial/sicherung-der-guten-wissenschaftlichen-praxis/ (3 Sep. 2013).

Szynalski, Tomasz P. n.d. *typeit*. http://ipa.typeit.org/ (11 Aug. 2017).

TechSmith Corporation. n.d. *Camtasia Studio for Windows*. (Version 8.1). [Computer Program]. http://www.techsmith.com/camtasia.html (7 Oct. 2013).

UNESCO. 2002. *Universal declaration on cultural diversity*. France: UNESCO.

Unger, Johann W. 2009. "The discursive construction of Scots". PhD thesis, Department of Linguistics and English Language, Lancaster University.

Universität Wien. 2006. "Ombudsstelle der Universität Wien zur Sicherung guter wissenschaftlicher Praxis". *Mitteilungsblatt Studienjahr 2005/2006 – Ausgegeben am 31.01.2006 – 15. Stück*. http://www.univie.ac.at/mtbl02/2005_2006/2005_2006_ 112.pdf (3 Sep. 2013).

Urquhart, Sandy H.; Weir, Cyril J. 1998. *Reading in a second language: process, product and practice*. London: Longman.

USPS. 2013. "Official USPS abbreviations". https://www.usps.com/send/official-abbreviations.htm (6 Oct. 2013).

Walters, Frank. 2010. Conversation with/Letter to/E-mail to/Telephone conversation with/Text message to/Fax to John Stephens, 5 May.

Wardhaugh, Ronald. 1998. *An introduction to sociolinguistics*. (3rd edition). Oxford: Blackwell.

Wittgenstein, Ludwig. 1958 [1953]. *Philosophische Untersuchungen / Philosophical investigations*. (transl. by G.E.M. Anscombe). New York, NY: Macmillan.

Wynne, Martin (ed.) 2006. *Developing linguistic corpora: a guide to good practice*. E-books Directory. http://www.e-booksdirectory.com/details.php?ebook=8334 (6 Oct. 2013).

Yule, George. 1996. *Pragmatics*. Oxford: Oxford University Press.

Data and primary sources

A Corpus of English Dialogues 1560-1760. 2006. Uppsala: Uppsala University. http://www.engelska.uu.se/Research/English_Language/Research_Areas/Electronic_Resource _Projects/A_Corpus_of_English_Dialogues/ (7 Oct. 2013).

Allen, Caffilene. 1994. "First they changed my name …: deep in Appalachia, education came with a price". *Ms. Magazine*, January/February, 9-10.

ceridwen. 2008. *Sir James Murray's letterbox*. http://commons.wikimedia.org/wiki/ File:Sir_James_Murray's_letterbox_-_geograph.org.uk_-_718072.jpg (7 Oct. 2013).

Cooper, Helen; Cowell, Alan. 2009. "Obama sets new tone for European allies". *New York Times Electronic Edition*, 3 April 2009. http://www.nytimes.com/2009/04/04/world/ europe/04nato.html?_r=1&hp (5 April 2009).

"Couric stumps Palin with supreme court question". n.d. http://www.youtube.com/watch? v=0rXmuhWrlj4 (28 April 2009).

Davies, Mark. 2010-. *The Corpus of Historical American English (COHA): 400 million words, 1810-2009*. https://corpus.byu.edu/coha/ (15 Sept. 2017).

FM4 artist of the week. 2013. FM4, 7 October.

Little Britain. 2005. BBC2, 23 June.

Louvain Corpus of Native English Essays (LOCNESS). n.d. Centre for English Corpus Linguistics, Université Catholique de Louvain. http://www.fltr.ucl.ac.be/fltr/germ/etan/cecl/Cecl-Projects/Icle/locness1.htm (20 April 2009).

Oasis. 2000. *(What's the story) Morning glory*. [CD]. London: Big Brother.

The Observer. 2013. "For our children's sake the social worker's role must be reinvented". 6 Oct., 44.

VOICE. 2013. *The Vienna-Oxford International Corpus of English*. http://www.univie.ac.at/ voice/page/recommended_citations (16 Oct. 2013).

7. Appendix

An appendix (or appendices) starts on a fresh page. Appendices contain information which cannot be conveniently placed in the main body of your text, such as transcripts of interviews, complete data sets, questionnaires, statistics, pictures, complete figures/tables/charts/graphs of results, specification or data sheets etc.

Please cite this style sheet as follows:

University of Vienna English Department. 2017. *Style sheet for papers in linguistics*. (3rd edition). http://anglistik.univie.ac.at/studierende/formulare-und-style-sheets/style-sheets/ (date of access).