

Guidelines for final, bachelor's and diploma projects

(prepared by Jaroslava Ivanová, Blanka Babická and Simon Gill)

Contents:

PdF UP specifications

- 1. Length**
 - 2. The required number of sources**
 - 3. Types of projects**
 - 4. Brief specification of project types**
 - 5. Basic technical data/specifications**
 - 6. Organisation and content**
 - 7. Plagiarism**
 - 8. Acknowledging sources**
- ### **Appendices**

(With the author's permission, chapters 6-8 contain parts of text previously published in GILL, S. *Academic Writing*. Olomouc: UP, 2009.)

PdF UP specifications

The guidelines here meet the requirements specified by the internal documents of PdF UP.

1. Length

Final projects (závěrečné práce rozšiřujícího studia)

concerns: requalifiers

1) Anglický jazyk – učitelství pro ZŠ (2-year studies): approximately **30 standard pages** (i.e. **54,000 characters**) written either in English or Czech (not including the title page, acknowledgements, the contents page, abstract, bibliography, appendices, résumé, and annotation; additionally, tables and graphs do not form part of the page count).

2) Anglický jazyk – učitelství pro SŠ (1-year studies): approximately **20 standard pages** (i.e. **36,000 characters**) written in English (not including the title page, acknowledgements, the contents page, abstract, bibliography, appendices, résumé, and annotation; additionally, tables and graphs do not form part of the page count).

Bachelor's projects (bakalářské práce)

concerns: full-time bachelor students (prezenční studium) and distance bachelor students (kombinované studium)

approximately **30 standard pages** (i.e. **54,000 characters**) written in English (not including the title page, acknowledgements, the contents page, abstract, bibliography, appendices, résumé, and annotation; additionally, tables and graphs do not form part of the page count).

Diploma projects (diplomové práce)

concerns: full-time and distance magister students (navazující 2-leté magisterské stadium, prezenční a kombinované stadium)

approximately **60 standard pages** (i.e. **108,000 characters**) written in English (not including the title page, acknowledgements, the contents page, abstract, bibliography, appendices, résumé, and annotation; additionally, tables and graphs do not form part of the page count).

Your final, bachelor's or diploma project **should not be shorter** than the length specified above. However, but **only** with the consent of your supervisor, a slightly longer project (approximately not more than another 5 pages) may be permitted.

2. The required number of sources

Final projects (závěrečné práce rozšiřujícího studia)

1) Anglický jazyk – učitelství pro ZŠ (2-year studies):

You should use an absolute minimum of 10 relevant sources. 15-17 would be better, and there is no upper limit. Depending on the topic and the availability of sources, there should be a good range of British, American, and Czech sources, and not more than 50% of the minimum number of sources should be online ones.

Please note that in a good project there is a comparison/synthesis of the sources in each chapter.

2) Anglický jazyk – učitelství pro SŠ (1-year studies):

You should use an absolute minimum of 8 relevant sources. 12-15 would be better, and there is no upper limit. Depending on the topic and the availability of sources, there should be a good range of British, American, and Czech sources, and not more than 50% of the minimum number of sources should be online ones.

Please note that in a good project there is a comparison/synthesis of the sources in each chapter.

Bachelor's projects (bakalářské práce):

You should use an absolute minimum of 10 relevant sources. There is no upper limit.

Depending on the topic and the availability of sources, there should be a good range of British, American, and Czech sources, and not more than 50% of the minimum number of sources should be online ones.

Please note that in a good project there is a comparison/synthesis of the sources in each chapter.

Diploma projects (diplomové práce):

You should use an absolute minimum of 15 relevant sources. There is no upper limit.

Depending on the topic and the availability of sources, there should be a good range of British, American, and Czech sources, and not more than 50% of the minimum number of sources should be online ones.

Please note that in a good project there is a comparison/synthesis of the sources in each chapter.

3. Type of project

Final projects (závěrečné práce rozšiřujícího studia)

Anglický jazyk – učitelství pro ZŠ (2-year studies) and Anglický jazyk – učitelství pro SŠ (1-year studies):

The project has to be methodology-based only. Projects that deal primarily with “non-methodological” areas such as literature or linguistics are permissible but they should also consider practical applications of the chosen topic in the foreign language classroom. It should be divided into a theoretical and a research part. The proportions between the two should be roughly equal; it is not acceptable for one of the two to be twice as long as the other.

Bachelor’s projects (bakalářské práce)

The project can be purely theoretical (it does not have to have a research part) or can be research-based. If it is divided into a theoretical and a research part, the proportions between the two should be roughly equal; it is not acceptable for one of the two to be twice as long as the other.

Diploma projects (diplomové práce)

The project has to be methodology-based only. Projects that deal primarily with “non-methodological” areas such as literature or linguistics are permissible but they should also consider practical applications of the chosen topic in the foreign language classroom. It should be divided into a theoretical and a research part. The proportions between the two should be roughly equal; it is not acceptable for one of the two to be twice as long as the other.

4. Brief specification of the project types

Most **methodology-based projects** have two sections: a literature review/theoretical part and a research part. In the theoretical part the author should present an overview of current approaches to the chosen topic (for example, *developing learner language*). This overview should demonstrate the author’s understanding of concepts and a wider context and his/her ability to sort out relevant concepts found in background reading and provide an explanation of professional terminology used in the project. At the end, it should state either a hypothesis or research questions, if these have not already been provided during the introduction.

In the practical part the author should state the aim(s) of the research, the hypothesis/hypotheses or research questions (if these were not stated earlier), should describe the chosen methods (including the pilot stage) and procedure, the subject(s) of the research, the whole experiment (conditions, problems, etc), should present research results (including their evidence in the form of tables, graphs, etc) and their analysis and interpretation, discussion of the research results in the light of findings stemming from the theoretical part, and should give conclusions (restating the results of the research in general terms, answering the research questions or confirming/refuting the hypothesis, practical implications for further research and one’s own teaching, identification of further areas for research and likely problems, etc.).

The purpose of the hypothesis or research questions is to provide a purposeful structure for your project. The content and approach of both the theoretical and practical parts will be shaped by the issues you have chosen to investigate through those questions and the way you

have worded them. The questions (or hypothesis/hypotheses) should be quite open and general; examples are provided in Appendix 1.

Most **non-methodology-based projects** do not manifest such a division into theoretical and research parts but should state the aim(s) of the project and the main areas of interest, present a critical evaluation of background reading, justify the chosen structure of the project, present the content analysis of the chosen material (be it novels, documents, etc), and provide conclusions containing a summary and evaluation of the main body (including the author's doubts, shortcomings, obstacles, etc) and suggestions for further investigation in a certain field of study. Otherwise, it should manifest the same abilities on the part of the author as the theoretical part of methodology-based projects.

5. Basic technical data/specifications

This chapter deals with specifications of the layout of a project, namely with standard pages, page margins, indentation, the numbering of pages, chapters, subchapters, sections, parts, tables, pictures and diagrams, the placement of tables, pictures, and diagrams, the typeface for titles and subtitles, and the use of abbreviations.

5.1 Standard page

A standard page consists of 1800 characters, including spaces (e.g. **30 lines**, each line having **60 symbols**). You must have your project typed on one side of good-quality white paper. The usual font size is 12.

5.2 Page numbering

Pages should be counted continuously from cover to cover; however, the first numbered page is the first one of your Introduction. In other words, the title page, acknowledgements, contents page, and abstract are not numbered.

5.3 Chapter/subchapter/section/part numbering

Each new chapter starts on a new page, but this does not apply to subchapters. Titles and subtitles should have a separate line.

We recommend this numbering for chapters, subchapters, sections and parts: 1, 1.1, 1.1.1, 1.1.2, 1.1.1.1, 1.1.1.2 etc. Avoid using more than four numbers. If you need to differentiate further, it is better to use small Latin letters (for example: a, b, c; etc). It is always best to use a scheme which will help the reader to follow the text easily.

Note – the alternative below is acceptable but not recommended.

If you decide to use a different system indicating individual chapters, subchapters, sections, and parts, you should follow this hierarchy: Roman numerals, Arabic numerals, capital letters of the Latin alphabet, small letters of the Latin alphabet, small letters of the Greek alphabet. But this is more complicated and might be confusing for the reader, so try to avoid it.

5.4 Numbering, placement and description of tables, pictures and diagrams

Number all tables, pictures and diagrams. Conventionally, a table is referred to as a “Table”, while anything pictorial (be it a graph or a photograph) is called a “Figure”. There are two different ways to handle “Tables” and “Figures”.

“Tables” and “Figures” should not be listed separately and by chapter, but in the same sequence. So, the first table in the project would be numbered Table 1, the next one Table 2, and so on, regardless of which chapters they appeared in. Likewise, the first figure in the

project would be numbered Figure 1, the next one Figure 2, and so on, regardless of which chapters they appeared in.

Alternatively, they can be numbered according to each individual chapter. With this approach, the first figure in Chapter Six would be numbered Figure 6.1, the second figure in Chapter Six would be numbered Figure 6.2, and so on. The first table in Chapter Six would be numbered Table 6.1, the second table in Chapter Six would be numbered Table 6.2, and so on. This numbering system is easier for the writer.

If there are a lot of “Tables” and “Figures” in the text, provide the reader with a list of all of them. However, it presupposes that there should be more pages than 30/60 in your project. This list should follow the list of contents at the beginning of the project.

“Tables” and “Figures” should be also described by means of a caption, for example, **Table 6.2: Types of oral fluency activities; Figure 6.3: Types of use of questions by pupils.** (For examples, see Appendix 2.)

However, most “Tables” and “Figures” should not be part of the text. Instead, incorporate them in the Appendices (if there are just a few), or provide a list of “Tables” and “Figures” (if there are a lot). How can you decide? This is the case either if your “Tables” and “Figures” are large or when the text is easier to follow without “Tables” and “Figures”. These “Tables” and “Figures” usually contain copious and detailed data and analyses which it would be tiresome and/or confusing to include in the body of your project. Nevertheless, the reason such material is included is to enable readers to check your analyses and workings.

5.5 Titles and subtitles

Whichever typeface (whether bold, underlined, etc) you choose to make titles and subtitles stand out, use the chosen typeface throughout the whole of your project.

Titles and subtitles help to break up the text. However, they should not be put at the bottom of a page and thus get separated from the section(s) they introduce. Put the relevant titles and subtitles at the top of the next page.

5.6 Use of abbreviations

If you use abbreviations, follow this two-step procedure. First, use the whole unabridged version of the expression/title/etc in the text (for example: *teacher talking time*) together with a note in brackets (henceforth TTT). Second, provide the reader with a list of all abbreviations occurring in the text. This list should follow the list of contents or the list of tables and figures if you have provided one. The same holds for a list of symbols occurring in the text.

5.7 Spaces

Leave one space between a full stop and the beginning of the next sentence, one space between a comma, semi-colon or colon and the word which follows, and no space after and in front of brackets.

5.8 Summary

Whichever system you choose to follow for your layout, apply it **systematically throughout the whole body of your project.**

6. Organisation and content

This chapter specifies all the obligatory and optional parts of the project and their recommended sequence and content.

6.1 Project parts and their sequence

Conventionally, the individual parts follow this sequence: the title page, acknowledgements, contents page, (a list of abbreviations, symbols, tables and figures), abstract, introduction, individual chapters, bibliography, appendices, (*an alternative placement*: a list of abbreviations, symbols, tables and figures), résumé, and annotation. To include a list of abbreviations, symbols, tables and figures is optional, depending on their occurrence in the text. Moreover, most tables and figures are part of the Appendices.

6.2 Content

Here we briefly describe the content of the individual parts of your project. We also make some recommendations to help you to become a successful project writer. However, these recommendations are general, as any chosen topic in areas such as linguistics, literature, background studies and methodology will call for specific content arrangement within your individual chapters. But there are some given recommended procedures and layout requirements that you must follow when working out the content of a title page, acknowledgements, abstract, introduction, résumé, and annotation, no matter which specialist field you choose. (For examples of the acknowledgements, abstract, and résumé see the various appendices at the end of this document.)

6.2.1 Title page

This should be in Czech and provide all the relevant data as required by the internal PDF UP documents.

The title of your project should be clear and specific, not too wide or general, and presented in the form of a noun phrase. (We do not recommend the use of Subject + verb clause.) You may use a subtitle to throw light on a complicated topic.

Here are some examples of project titles:

Methodology-based projects:

- Using Interactive Exercises in Teaching English
- ICT and the English Teacher
- Teaching Vocabulary through Games
- American English in Czech Schools
- Teaching the Passive Voice
- Cross-Curricular Activities in English Lessons
- Classroom Language – Learner Language
- Drama in the Foreign Language Classroom
- Communicative English Grammar Teaching
- A Contemporary Trend in ELT: Teaching English to Very Young Learners
- Teaching Pronunciation of English Phonemes at Czech Lower-Secondary Schools

Non-methodology-based projects:

- Terry Pratchett and the Phenomenon of the Discworld
- Storytelling as an Act of Self-Retrieval in Margaret Atwood's Novels
- The Beatles, their history and how it influenced their music

- The Portrayal of Children in the Songs of Innocence by William Blake and Lord of the Flies by William Golding
- Gender Difference in the Use of Minimal Responses
- How Did the Position of Women Change Throughout the British History?
- Sequence of Tenses in English
- “The McWorld”. The Fast Food Industry as a Result of Globalization

6.2.2 Acknowledgements

There can be two types of acknowledgements, but each acknowledgement should be on a separate page, at the bottom.

The first ones concerning the student’s statement that s/he acknowledged all the background sources are obligatory and should be in Czech. The date and your signature are also needed. Students often tend to forget to sign the submitted copy of their project!!

The second acknowledgement is optional and should be in English. Acknowledgements are given to show thanks for help from volunteers or subjects, or gratitude for being given access to privileged information sources, and finally, to express thanks to your tutor(s), parents, partners etc. The latter acknowledgement does not have to be on a separate page, but can be incorporated into the Introduction.

Examples of both types of acknowledgements are provided in Appendix 3 at the end of this document.

6.2.3 Abstract

An abstract usually consists of a single paragraph containing from about four to ten sentences and not exceeding 100 words.

There are two main approaches to writing abstracts. One is called the “results-driven abstract” (concentrating on research findings and conclusions stemming from them), the other one the “summary abstract” (providing one- or two-sentence synopses of each section of your project). But both types of abstracts should be informative (i.e. they include the main findings).

Examples of both types of abstracts are provided in Appendix 4.

6.2.4 Introduction

Here the reader should learn what the project is about, why the author is interested in the topic (his/her own learning experience or the source of his/her interest), about the wider context of the topic (not more than a paragraph), what the hypothesis and final goal of the project are and how the project might enrich teaching practice.

The introduction should also outline and justify the overall structure of the project and the methods and procedure(s) applied.

It can deal with the difficulties the author encountered while working on the project. It should contain any other additional information that is important for the reader (for example, how the author refers to the teacher, whether and how abbreviations and symbols are used, etc).

Tips for writing the introduction:

A good introduction is neither too long nor too short: one [page] should be quite sufficient for a good introduction...

A good introduction does not go into unnecessary detail...

A good introduction catches the reader's attention:... Dr Deng Xudong (2002) suggests the following possibilities:

- “Relate a dramatic anecdote.
- Expose a commonly held belief.
- Present surprising facts and statistics.
- Use a fitting quotation.
- Ask a provocative question [but not in the form of a rhetorical question!].
- Tell a vivid personal story.
- Define a key term.
- Present an interesting observation.
- Create a unique scenario.”

Deng Xudong (2002) Writing an Introduction for an Essay: Centre for English Language Communication of the National University of Singapore

<http://www.cdtl.nus.edu.sg/success/sl25.htm> accessed 21 February 2009

A good introduction states clearly what the topic is: that does *not* mean that it simply repeats the title, but it does indicate to the reader what the subject... is going to be...

A good introduction makes it clear that there are different opinions on the topic...

A good introduction makes the reader want to read on...

6.2.5 Individual chapters

The overall extent, structure and breakdown of the main body of the project will differ according to the topic chosen and methods and procedure applied.

No matter what kind of project it is, **each chapter should consist of an introduction** (2-4 lines introducing the topic of the chapter), **a main body** and **partial conclusions or a summary**.

6.2.6 Conclusions

In some projects the Conclusions chapter stands on its own and restates the theory and research findings in general terms and derives some practical implications for one's own teaching.

Drawing conclusions often involves making a summary of the main points already made. In addition, one's own opinion or viewpoint may be added, if it is appropriate. It is not appropriate, however, to add a conclusion that does not follow logically from what has been written before.

Tips for writing the conclusion:

A good conclusion is not simply a repetition of the introduction:... A good conclusion will reflect that the reader is now looking back to something they have read and understood rather than looking forward to something which is unknown to them.

A good conclusion is neither too long nor too short: the same point was made with regard to introductions, but with a conclusion the reason for the length factor is different. By the time the reader reaches the conclusion all the main points should have been made already and so there should not be much left to say – the conclusion is *not* the place to be introducing new points.

A good conclusion summarises the main points effectively: in other words, remind the reader briefly of the chief aspects of the content of your [thesis].

A good conclusion restates the author’s own opinion on the issue: remind the reader briefly of what your position has been and the weaknesses of any competing positions.

A good conclusion tries to persuade the reader to agree: ideally, it should seem to the reader that right and logic are on your side and that the obvious thing to do is to trust what you have said.

A good conclusion leaves the reader with a feeling of satisfaction: if the introduction is the glass of slivovice before the meal, the conclusion acts as the coffee and brandy at the end. A good one can leave the reader with a feeling of comfort and contentment and make them feel that intellectually they have been well fed.

6.2.7 Bibliography

All the background sources which are referred to in the body of the project must be presented in alphabetical order according to the surnames of their authors. If a background source does not have a named author, use the first word of the title of this source.

All projects written at the Faculty of Education of Palacký University should follow the system of writing a bibliography specified in ČSN ISO 690.

(For examples of bibliographical notes see <http://www1.cuni.cz/~brt/bibref/bibref.html>)

The **online sources** should be listed separately from the printed ones. (For an example of a bibliography see Appendix 5.)

6.2.8 Appendices

Appendices contain:

- detailed data and analyses which it would be tiresome, confusing, or difficult to include in the body of the dissertation. This material enables the reader to check one’s analysis and findings;
- other material which provides either a wider context of the literature review or research, or further detailed specifications/illustrations of them. It might include blank copies of questionnaires administered during the research (and translations into English if the original was in Czech), examples of completed questionnaires, transcripts of interviews, observation instruments that were used, photocopies of pages from textbooks, handouts, worksheets and other classroom materials, photographs of school buildings and classrooms, photocopies of pages from original manuscripts of work of literature, screenshots of web pages etc.

6.2.9 Annotation

An ‘annotation’ in Czech and English is included in the table at the end of your project. You need to use the table required by the internal Pdf UP documents.

6.2.10 Résumé

The résumé should be in Czech. It should be concise and informative and should summarise the research/analysis results and/or conclusions.

From the language point of view it should meet the requirements of academic writing, namely the use of professional terminology, the impersonal passive (instead of “I” formulations), noun phrases, and participle structure to condense sentence structures.

An example of a résumé is provided in Appendix 6.

7. Plagiarism

7.1 Types of plagiarism

Explicit plagiarism – claiming that someone else’s words or ideas are your own, e.g. claiming that you are the first to use a particular phrase or put forward a particular idea. It is very easy for experienced readers and markers, who are familiar with literature in the respective field, to recognise this.

Implicit plagiarism – occurs when you don’t actually claim this as your own original language or idea but still fail explicitly to point out that it is someone else’s idea. This includes sections copied verbatim, or with minor alterations or rewording. Once again, it’s very easy to spot this sort of thing, either because of their familiarity with sources in the field or because the style of writing used by the original author is different from that found elsewhere in the student’s work, and, once again, it is totally unacceptable.

Unconscious plagiarism – is when you fail to make a note of what you’ve read during your research and then, having been influenced by what you’ve found, later present the words and/or ideas as your own. It’s your responsibility as a writer to keep a record of the sources you consult during your reading and to refer appropriately to those in any subsequent writing you do. When doing research, always keep a note of the necessary basic bibliographical information and save yourself a lot of trouble later on.

Autoplagiarism – believe it or not, but you can also plagiarise from yourself. If work you do draws on earlier work done by you and already officially submitted to the university or published elsewhere, this needs to be acknowledged in the same way as any other source, as each piece of published material must be original.

7.2 How to avoid plagiarism

The above does not mean that you cannot use words or information or ideas that you have found in published sources. On the contrary, this is seen positively, provided that you acknowledge your sources appropriately and do not plagiarise. By acknowledging the sources of your ideas:

- you can impress the reader with the breadth and depth of the reading you have done and thus add greatly to the authority of what you say;
- you can disseminate good ideas among the academic community;
- you can guide the reader to further reading in the area.

However, please remember that acknowledging or quoting from others is not enough in itself. Rather, you should use what you take from others to help you construct your own original work. Your teachers at the university will always be looking not just at *what* you have used from published sources but *how* you have used it and for evidence of your ability to judge what you have read.

Accordingly, you should acknowledge the authors not only of all direct quotations that you use but also of any ideas you have taken and used.

Do not quote any more than necessary and avoid long quotations. Generally, use quotations only when they support, add to, or illustrate a point you are making or where they summarise particular viewpoints presented in literature. As a rough guide, if more than a *maximum* of 15% of your work consists of quotations, this is too much and should be reduced.

Where this is not the case, summarise or paraphrase the content and be sure to provide an appropriate acknowledgement. If you have a series of points taken from a single source, be sure to acknowledge these separately. However, it looks better if you draw on a variety of sources rather than being overdependent on just one.

Please note that none of this applies to information which is generally considered to be part of the public domain and common knowledge.

7.3 Recognizing plagiarism - examples

Read the text below and then look at the way it is used in the following examples. Read the comments below each to see whether it is plagiarised or not.

The ancient town of Olomouc lies in the heart of the so-called Haná region. Its history dates back to the 10th century AD when it became an important trade crossing-point. It has the second most significant collection of historical monuments in the country after Prague. The second oldest university in the Czech lands was founded in Olomouc in the year 1573.
(from the Information Server of the City of Olomouc, <http://www.olomouc.eu/eng/>, accessed 26/1/09)

1. The ancient town of Olomouc lies in the heart of the so-called Haná region. Its history dates back to the 10th century AD when it became an important trade crossing-point. It has the second most significant collection of historical monuments in the country after Prague. The second oldest university in the Czech lands was founded in Olomouc in the year 1573.

This is blatant plagiarism. The writer has simply cut and pasted the text from the source, with no changes at all, and no mention of where the text is taken from.

2. “The ancient town of Olomouc lies in the heart of the so-called Haná region. Its history dates back to the 10th century AD when it became an important trade crossing-point. It has the second most significant collection of historical monuments in the country after Prague. The second oldest university in the Czech lands was founded in Olomouc in the year 1573.”
(Information Server of the City of Olomouc, 2009)

This is not plagiarism. The writer uses speechmarks to make it clear that the words are not his/her own original work, and there is a clear mention of where the text is taken from.

However, the quotation is quite long and this would almost certainly not be acceptable in an essay.

Remember:

Do not quote any more than necessary and avoid long quotations. Generally, use quotations only when they support, add to, or illustrate a point you are making or where they summarise particular viewpoints presented in literature.

3. The ancient city of Olomouc is in the middle of the Haná plain. Its history goes back to the 10th century AD when it started to be a major trade crossing-point. After Prague, it has the second most important collection of historical monuments in the republic. The second oldest Czech university was founded there in the year 1573.

This is still plagiarism. The basic shape of the text remains the same as the original. All the writer has done is to make some cosmetic changes, removing some phrases and modifying the wording of others. Again, there is no mention of where the text is taken from.

4. The Information Server of the City of Olomouc (2009) states that Olomouc has a history that goes back over a thousand years. It grew because of its position and trade reasons. It is the home to a major complex of monuments and an ancient university that is over 400 years old (Information Server of the City of Olomouc, 2009).

This is not plagiarism and it is an example of good work. The writer has clearly understood the original paragraph but has put the ideas in a different order and used their own words. Note how the writer makes it absolutely clear just how much material has been taken from the source by mentioning it both at the beginning and the end of the relevant section. If more than a single sentence draws on one source for ideas or words it is good practice to indicate it in this way.

8. Acknowledging sources

8.1 Examples

Look at the examples below, all of which show the use of ideas and/or words taken from sources in a piece of written work:

1. Kachru (1982) likens the spread of English to the modern use of computers.
2. As Holt remarks (1981, p. 44), fearful people choose to sleep on the floor so that they do not fall out of bed.
3. Soudek and Soudek (1985, p. 151) found that foreign language teachers complain about stress and exhaustion more often than teachers of other subjects.
4. The inability to speak and write in English is a disadvantage (Krasnick, 1986, p. 88).
5. Jackson (2007a) points out the differences between Northern and Southern varieties of British English.
6. Alexander et al. (2008) comment negatively on the current changes in the English school system.
7. Advocates of so-called *learner-centred approaches* claim that the teacher's sole job in the classroom is "to provide the best conditions for learning. The teacher is a means to an end: an instrument to see that learning takes place" (Byrne, 1976, p. 1).

8. What is standard English? Has anyone ever tried to describe it? Ward answers this question well: “No one can define Standard English, because such a thing does not exist” (quoted in Kachru, 1982, p. 34)

(Examples 1-4 and 7-8 taken from Medgyes, P (1994) The non-native teacher Oxford: Macmillan)

Note that only two of the examples are direct quotations (Examples 7 and 8). In these cases the writer uses speechmarks (“...”) to indicate which words he is taking from the author he is quoting from. He also gives not only the author’s name and the date of publication of the book he is quoting from but also the page number, so that the reader can find the original text easily.

In the other examples, the writer is not using the original author’s words. It is enough in this case to give just the author’s name and the date of publication, but it is a good idea to include the page as well, especially if you paraphrase an idea from a certain part of the original text.

In Example 4 he gives the author’s name in brackets at the end of the relevant section. In Examples 1-3, on the other hand, he uses verbs (*likens*, *remarks*, *found*) to introduce the ideas taken from the author. You will find more examples of these below and in your own reading.

Note the use of the letter ‘a’ in Example 5. This means that the writer is referring to more than one publication by the same author (or authors) published in the same year. This might happen when the same author wrote a series of articles in a newspaper or magazine, for example. The first one he mentions will be, for example, Jackson (2007a), the next, Jackson (2007b), and so on.

In Example 6 you can see ‘et al.’, which is short for ‘et alia’, the Latin for ‘and others’. We use this when three or more writers have co-written something. You simply put the first author’s name and then add ‘et al.’ and the date.

The above examples deal with sources in which there is an actual author and the date is known. This is usually feasible when we are dealing with sources such as books and, often, journals and newspapers. However, not all newspaper articles feature a named author, and with other sources, such as the increasingly frequent use of the internet, there may be neither a named author nor a year. Don’t worry, though. There are rules to cover every conceivable situation, even, for example, something you saw on TV or something a friend said to you over coffee or wrote to you in an email.

There is no single global standard for this. However, the two that are of most interest to us are the rules set by Harvard University in the United States, which are widely followed in the English-speaking academic world of which we are a part, and those of Charles University, which you will need to follow if, for example, you write a thesis for our department.

8.2 Rules

The Charles University rules can be found here: <http://www1.cuni.cz/~brt/bibref/bibref.html> and a very detailed PDF explanation in Czech can be downloaded from: <http://www.evskp.cz/SD/4c.pdf>

8.3 Some useful verbs

These are some useful expressions that a group of PdF students collected to introduce reference sources in a text. Of course, these do not represent the full range of possibilities, but they are a useful beginning and you can use them to help you until you develop your own style.

- according to** - *According to* Cassell and Eysenck (cited in Homla, 1972, p. 297), ...
- advise** - Nolasco and Arthur (1988, p. 110) *advise teachers to ...*
- argue** - McLaughlin (1987) also *argues that ...*
- be convinced** - Halliwell (1994, p. 114) *is convinced that...*
- claim** - Researchers such as Senzella and Higa (1982) *claim that ...*
- deal with** - Prucha (1998, p. 353) *deals with ...*
- describe** - ... *has been described by*, for example, Allan (1996) and Murphy (1992).
... *is very well described by* Rixon (1996, p. 40)
- find that** - Stubbins (1990) *found that ...*
- for** - *For* Ur (1990, p. 1), "...
- mention** - Nolasco and Arthur (1988, p. 111) *mention that ...*
- opinion** - *In* Prucha's *opinion* (1997), ...
This opinion is shared by Byrne (1998, p. 28), who ...
Cunningsworth (1991) *is of the same opinion as* Weir (1994), who ...
- point out** - Gorska (1995, p. 6) *points out that ...*
As O'Neill *points out in his article on ...* (O'Neill, 1997), ...
- present** - Allan (1996, pp. 94-6) *presents ...*
- put it** - *As* Phillips (1993, p. 74) *puts it, ...*
- refer** - *He refers to research by* Livingstone (1993), that ...
- say** - Malamah-Thomas (1987) *says that ...*
- show** - *Research has shown that ...* (Wright, 1991).
- state** - Dunn (1991, p. 30) *states that ...*
...", *as* Thornbury (1999, p. 69) *states.*
- suggest** - Richards and Rogers (1997) *suggest that ...*
...", *as suggested by* (Hadfield, 1992, p. 23)
- write** - *As* Alexander (1996, p. 76) *writes, "...*

APPENDICES

Appendix 1: *Examples of hypotheses and research questions*

Appendix 2: *Examples of figures and tables*

Appendix 3: *Examples of acknowledgements*

Appendix 4: *Examples of abstracts*

Appendix 5: *Examples of references*

Appendix 6: *An example of a résumé*

Appendix 1: *Hypotheses and Research Questions*

EXAMPLES

1. In Czech primary schools English is taught mostly by teachers with no adequate qualifications.
2. Foreign language teachers prefer the deductive approach to the inductive approach.

Source: PÁLENÍKOVÁ, Renata. Teaching English Grammar at Primary Schools. Olomouc: Univerzita Palackého, 2009. (diploma project)

1. What are the most problematic phonemes to pronounce for Czech learners of English at the age of twelve or thirteen (Pre-intermediate level)?
2. What effect may the type of activity have on errors in the pronunciation of English vowels and consonants?

Source: STRÝČKOVÁ, Radka. Teaching Pronunciation of English Phones at Czech Lower-Secondary School. Olomouc: Univerzita Palackého, 2007. (diploma project)

Appendix 2: Examples of figures and tables

Figure 5: The length of FL teaching practice

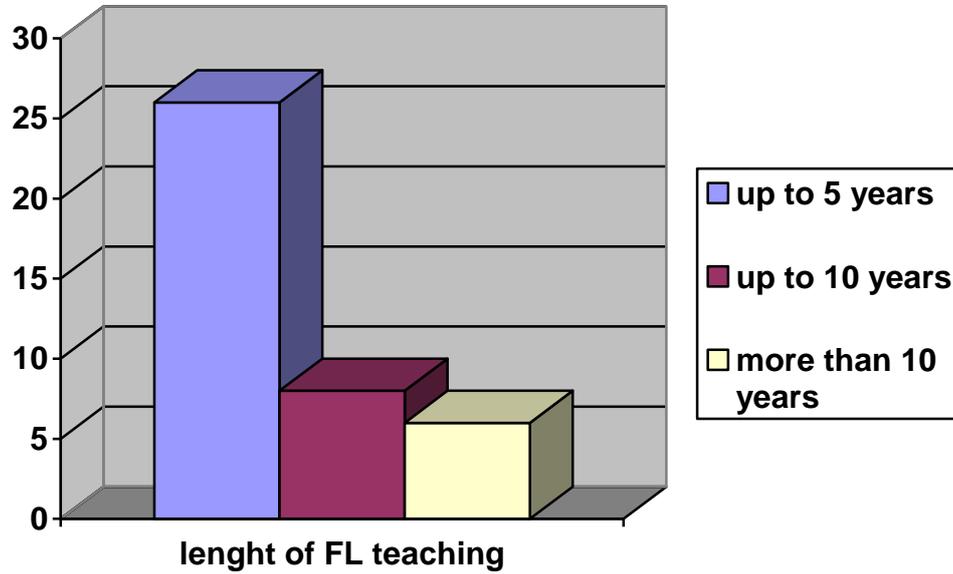


Figure 7: Attitude towards English grammar

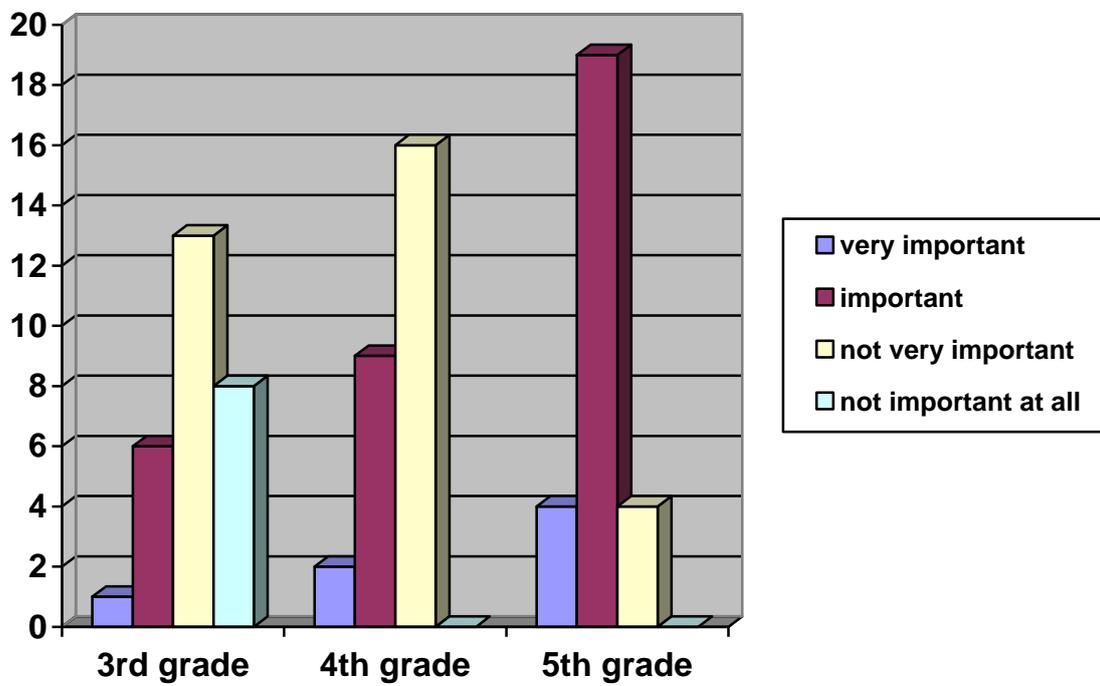


Table 5: The length of FL teaching practice

Answer	That is	Number	Per cent
a	Up to 5 years	26	65
b	Up to 10 years	8	20
c	More than 10 years	6	15

Table 7: Attitude towards English grammar

Answer	That is	3 rd grade		4 th grade		5 th grade	
		Number	Per cent	Number	Per cent	Number	Per cent
a	Very important	1	3.57	2	7.40	4	14.81
b	Important	6	21.42	9	33.33	19	70.37
c	Not very important	13	46.42	16	59.25	4	14.81
d	Not important at all	8	28.57	0	0	0	0

Source: PÁLENÍKOVÁ, Renata. Teaching English Grammar at Primary Schools. Olomouc: Univerzita Palackého, 2009. (diploma project)

Appendix 3a: *Examples of acknowledgements*

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci 30. 3. 2017

.....
vlastnoruční podpis

Appendix 3b: *Examples of acknowledgements*

I would like to thank Mgr. Jaroslava Ivanová, M.A., Ph.D. for her support and valuable comments on the content and style of my final project.

Appendix 4: Examples of abstracts

“Results-driven abstract”

A count of sentence connectors in 12 academic papers produced 70 different connectors. These varied in frequency from 62 tokens (*however*) to single occurrences. Seventy-five percent of the 467 examples appeared in sentence-initial position. However, individual connectors varied considerably in position preference. Some (e.g. *in addition*) always occurred initially; in other cases (e.g. *for example, therefore*), they were placed after the subject more than fifty percent of the time. These findings suggest that a search for general rules for connector positions may no be fruitful.

“Summary abstract”

Although sentence connectors are a well-recognized feature of academic writing, little research has been undertaken on their positioning. In this study, we analyze the position of 467 connectors found in the sample of 12 research papers. Seventy-five percent of connectors occurred at the beginning of sentences. However, individual connectors varied greatly in positional preference. Some such as *in addition*, only occurred initially; others such as *therefore*, occurred initially in only forty percent of the cases. These preliminary findings suggest that general rules for connector position will prove elusive.

Appendix 5: References

Bibliography:

ATKINSON, D. The Mother Tongue in the Classroom: A Neglected Resource?. In LENOCHOVÁ, A. *Teaching English as a Foreign Language. Selected Extracts*. Olomouc: Univerzita Palackého, 1989, s. 89-98.

DUŠKOVÁ, L. a kol. *Mluvnice současné angličtiny na pozadí češtiny*. Praha: Academia, 1994. ISBN 8020004866.

GREENBAUM, S., QUIRK, R. *A student's grammar of the English language*. Harlow: Longman, 1990, ISBN 0582075696.

Online sources:

BUTZKAMM, W. *We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma* [online]. [cit. 2009-02-11] Dostupné na WWW: <<http://www.itmfl.org.uk/modules/teaching/1a/paper1a4.pdf>>.

Language Link. *Ideas for Teaching Word Order*. [online]. [cit. 2009-02-22]. Dostupné na WWW: <http://jobs.languagelink.ru/tefl_clinic/practical_teaching/teaching_grammar/teaching_word_order.php>.

Full first name instead of the initial letter can also be used:

COFFEY, Steve. Classroom Ideas: Turn, turn, turn. Alternative ways of presenting song. *Modern English Teacher*. 2000, vol. 9, no. 2, s. 31-34.

Remember to keep the same style for all the references.

Appendix 6: *An example of a résumé*

Résumé

Závěrečná práce je zaměřena na verbální projev učitele a žáka v hodině výuky jazyka anglického ve 4. a 5. třídě primárního vzdělávání na základní škole. Analýzou nahrávek verbálních projevů učitele a žáků a pozorováním verbálního chování učitelů a žáků v hodinách a jejich komparací byly zjištěny jak nedostatky, tak pozitiva na straně učitele anglického jazyka, které ovlivňují z velké části míru rozvoje a rozsah ústního projevu žáka v hodinách anglického jazyka. Byly navrženy vhodné postupy a jazykové činnosti vedoucí k navýšení doby, kterou žáci stráví rozvojem svého ústního projevu.