**Federal State Budget Educational Institution
of Higher Education**

Financial University under the Government of the Russian Federation

**Department of Foreign Languages and Intercultural Communication of the Faculty
of International Economic Relations**

GUIDELINES FOR WRITING THE COURSEWORK

SPEECH PRACTICUM OF BUSINESS INTERCULTURAL COMMUNICATION (IN ENGLISH)

Level of Study: Bachelor's Degree

Field of Study: 45.03.02 *"Linguistics"*

Study Program: Bachelor's Degree in Linguistics, Economic Linguistics and Intercultural Communication (with partial realization in English)

**Moscow
2026**

COURSEWORK STRUCTURE REQUIREMENTS

- TITLE PAGE

-CONTENTS

- ABSTRACT

-INTRODUCTION

- MAIN BODY: THEORETICAL PART

-MAIN BODY: PRACTICAL PART

-CONCLUSION

- REFERENCE LIST

- APPENDICES

Recommendations for the coursework structure in the article format:

Component	Number of pages
Introduction	2-3
Main body: Theoretical part	10-11
Main body: Practical part	12-14
Conclusion	1-2

The overall number of pages in the coursework is **25-30**. The minimum number of references is **35**. The minimum number of examples in Practical part is **30**. References should include works by both **Russian** and **international scholars** (at least **15%** of the reference list). The list should include works by scholars published within the last five years.

Abstract

The Abstract is a short description of the purpose, methods, main results and contribution of the coursework. The abstract should be between 200-300 words. The abstract should be placed before the introduction to the main body of the coursework.

Introduction

The Introduction should contain the following:

- research background and motivation (how the coursework differs from prior research on the topic: the extent to which prior studies have analyzed the topic of the coursework, and what is new about the analyses in the coursework; aim, tasks; Practical value);

- the research problem which is relevant and linked to the specified context;

- the relevance of the research problem to the specified context must be justified in a separate paragraph;

- a research question grounded in the specified research context;

- the methods that will be used to address the research question;

- the proposed managerial implications and scientific contribution;

- the outline of the subsequent sections (1 paragraph in the end of the introduction).

After the Introduction, research background, research motivation, research question(s), managerial implications and scientific contribution of the coursework relative to prior studies should be clear.

Main body: Theoretical part (Literature review)

In the Theoretical part, students should demonstrate the ability to do the following:

- to summarise and analyse in a critical manner theory relevant for the issue the term paper focuses on;

- to identify the most important theoretical issues relevant for the topic of the term paper;

- to use theory to develop a foundation for the empirical analyses in the term paper

that they use to evaluate the obtained results against the chosen theoretical lenses;

    - formulate operationable hypotheses based on the relevant academic articles.

In the Theoretical part, students should do the following:

    - specify the prior research that is the basis for the research question in the term paper;

    - identify relevant problems that have not been solved in full in prior research;

    - define the main concepts, theory, etc. required to address the research problem.

The literature review should be based on only the most relevant and fundamental prior research in top tier academic journals. In the literature review, references to textbooks are not allowed. The literature review should not consist of only a list of previous studies and the primary conclusions of these studies. In the literature review, students are required to organise prior studies in a systematic way, to identify similarities and differences in these studies and justify the relevance of each prior study for the term paper. When different prior studies come to different conclusions, students should summarise these different conclusions and discuss which conclusion they agree with, using logical arguments and reasoning. Your author's voice when discussing extant research is highly necessary to demonstrate your ability to summarise and analyse information in a critical manner (constructive critique).

Main body: Practical part (Results section and Discussion section)

Results section presents the results of the empirical analysis. This section should contain an objective description of the results. This section should NOT contain a critical analysis or a discussion of conclusions that could be drawn based on these results. The validity of the model should be justified. It is highly recommended to conduct robustness checks to justify the validity of the obtained results. If relevant, the results can be presented via tables, graphs, and diagrams.

Discussion section should discuss the obtained results in the context of the chosen theoretical lenses and provide detailed explanations of the underlying theoretical reasons for the results, i.e. to provide an explanation for each result generated with a detailed reasoning based on the adopted theoretical lenses. A discussion of the obtained results should include

references to extant research in the field and build up the core of the contribution of the research. Examples of issues that should be discussed in this section include the following:

• what are the primary results of the research?

• how are these results similar to and different from the results of prior studies?

• how could these results be interpreted based on the chosen theoretical foundation and\or alternative angles from the extant research?

Conclusion

In this section, students are required to summarize the theoretical and empirical parts of the coursework and to outline potential directions for future research.

The conclusion should contain the following:

• a brief summary of the conducted analysis based on the research focus;

• a more generic (as opposed to results section) summary of the main results;

• theoretical contribution of the research together with the proposed managerial implications of the research results, e.g., to the creation of new knowledge, to helping organizations, countries, economies operate in an effective manner, etc.;

• the primary limitations of the coursework, and how these limitations could be overcome in future research;

• whether using different assumptions, methodologies, etc. could lead to different results;

• the way(s) the topic of this research could be further developed in future research. The total number of conclusions can differ but should be between at least 3 to 5. With more than 5 conclusion statements, it could be useful to impose additional structure on these conclusions – for example, by placing conclusions into groups. The conclusion should not be a summary of the prior sections of the research. The conclusion section should start with a brief summary of the conducted analysis and the research aim and provide a summary of the main results, emphasize the correspondence of the results with the stated research question and theoretical foundation.

After the conclusion, the term paper should include a **Reference list**. Each reference included in the reference list must be cited in the text and vice versa. The reference list should consist of original sources written in English and include at least 20 academic articles (normative acts are not regarded as either a monograph or a scientific article).

The reference list contains continuous numbering, using Arabic letters. Foreign sources are placed in alphabetical order at the end of the list. The reference list can be based on **the APA reference style.** (see APA STYLE: SEVENTH EDITION file)

Appendices

The Appendices are included after the reference list. The objective of including material in the appendices is to avoid including in the text calculations, data, etc. that contain information that is relevant but not essential for the main research problem of the coursework. Each appendix should begin on a new page, have its own heading and be mentioned in the Coursework main body.

Reference list

Following the APA Publication Manual (7th ed.), references should be formatted as follows.

BOOK

Halliday, M. A. K., & Matthiessen, C. (2004). *An introduction to functional grammar* (3rd ed.). Routledge. https://doi.org/10.4324/9780203783771

JOURNAL ARTICLE WITH PAGE RANGE

Malyuga, E. N., & Tomalin, B. (2017). Communicative strategies and tactics of speech manipulation in intercultural business discourse. *Training, Language and Culture, 1*(1), 28-45. https://doi.org/10.29366/2017tlc.1.1.2

JOURNAL ARTICLE WITH ARTICLE NUMBER

Baena-Extremera, A., Granero-Gallegos, A., Baños, R., & Ortiz-Camacho, M. D. M. (2018). Can physical education contribute to learning English? Structural model from self-determination theory. *Sustainability, 10*(10), Article 3613. http://dx.doi.org/10.3390/su10103613

JOURNAL ARTICLE WITH MORE THAN SEVEN AUTHORS

Dikker, S., Wan, L., Davidesco, I., Kaggen, L., Oostrik, M., McClintock, J., ... & Poeppel, D. (2017). Brain-to-brain synchrony tracks real-world dynamic group interactions in the classroom. *Current Biology, 27*(9), 1375-1380. https://doi.org/10.1016/j.cub.2017.04.002

NEWSPAPER ARTICLE

Carey, B. (2019, March 22). Can we get better at forgetting? *The New York Times*. https://www.nytimes.com/2019/03/22/health/memory-forgetting-psychology.html

CHAPTER IN AN EDITED BOOK: SINGLE EDITOR

Chen, X., Hao, P., Chandramouli, R., & Subbalakshmi, K. P. (2011). Authorship similarity detection from email messages. In P. Perner (Ed.), *Machine learning and data mining in pattern recognition* (pp. 375-386). Springer. https://doi.org/10.1007/978-3-642-23199-5_28

CHAPTER IN AN EDITED BOOK: TWO EDITORS

Fitzmaurice, S. M. (2016). Semantic and pragmatic change. In M. Kytö & P. Pahta (Eds.), *The Cambridge handbook of English historical linguistics* (pp. 256-270). Cambridge University Press. https://doi.org/10.1017/CBO9781139600231.016

CHAPTER IN AN EDITED BOOK: THREE OR MORE EDITORS

Gollin-Kies, S., Hall, D. R., & Moore, S. H. (2015). Historical and conceptual overview of LSP. In S. Gollin-Kies, D. R. Hall, & S. H. Moore (Eds.), *Language for specific purposes* (pp. 11-28). Palgrave Macmillan. https://doi.org/10.1057/9781137500762_2

CONFERENCE PROCEEDINGS

Vázquez, C., Xia, L., Aikawa, T., & Maes, P. (2018, July 9-13). Words in motion: Kinesthetic language learning in virtual reality. In *Proceedings of the 18th International Conference on Advanced Learning Technologies* (pp. 272-276). IEEE. https://dx.doi.org/10.1109/ICALT.2018.00069

DISSERTATIONS

Dubossarsky, H. (2018). *Semantic change at large* [Doctoral dissertation, Hebrew University of Jerusalem]. Hebrew University of Jerusalem Archive. https://www.cs.huji.ac.il/~daphna/theses/Haim_Dubossarsky_2018.pdf

ONLINE ENTRY

Aslan, E. (2018, February 12). The surprising academic origins of memes. *The Conversation*. https://theconversation.com/the-surprising-academic-origins-of-memes-90607

DICTIONARY ENTRY

Longman Dictionary. (2021). Developing country. *Longman Online Dictionary of Contemporary English.* https://www.ldoceon-line.com/dictionary/developing-country

NON-ENGLISH SOURCES

Kompara Lukančič, M. (2020). *Nozioni di base della lingua italiana per il settore del turismo* (2nd ed.). University of Maribor Press. (In Italian)

Wüster, E. (1970). *Internationale Sprachnormung in der Technik besonders in der Eletrotechnik.* Bouvier. (In German)

Kosenko, M. A. (2013). Sistema veroyatnostnogo prognozirovaniya teksta v spetsial'nom perevode. *Uchenye Zapiski RGSU, 3*(115), 137-145. (In Russian)

For other reference examples please consult the Publication Manual of the American Psychological Association (7th ed.).

Tables and Figures

Tables and figures can be placed within the text of the Coursework. Number all tables and figures with Arabic numerals in the order in which they are first mentioned in text. Do not use suffix letters to number tables and figures, i.e. label them as Table 5, Table 6, and Table 7 or Figure 5, Figure 6, and Figure 7 instead of 5, 5a, and 5b. Table layout should be logical and easily grasped by the reader. The Figures should be simple, clear, and informative. A good figure augments rather than duplicates the text, conveys only essential facts, omits visually distracting detail, is easy to read and understand, is consistent with similar figures in the article, and is carefully planned and prepared.

TECHNICAL REQUIREMENTS AND FORMATTING OF THE COURSEPAPER

Technical requirements

The Coursework should be printed on standard sheets of paper using the format A4.

The four sides of the pages should have the following margins: left margin – 30 mm; right margin– not less than 15 mm; upper and lower margins – not less than 20 mm.

Each page should have approximately 1,500 - 2,000 characters.

Line spacing: • Main text – 1.5 • Reference list – 1.5 • Tables, figures and graphs – 1 •

Footnotes – 1 Font – Times New Roman.

Other fonts are not allowed.

 Font size: • Main text – 14 • Reference list – 12 • Shorter tables, figures, graphs – 12

• Larger tables – not less than 10

• Footnotes – 10 • Font colour – black.

 Drawings and graphs may be presented in colour.

• Alignment: • Main text, reference list, footnotes, abstract and keywords – justified

• Headings – centred

Each new section should begin on a new page. This same rule applies to the other main parts of the COURSEPAPER (introduction, conclusion, reference list, appendices, etc.). Paragraphs should be indented at 1.25 cm. The main text should be aligned by width. A subsection may be started on the current page if at least five lines of text (not including the name of the subsection) from this subsection would be on the current page.

Pages should be numbered starting from the title page, but the page number should be shown starting only from the second page – i.e., on the title page, the page number should not be shown. Page numbers should be shown on the bottom of each page, either in the centre or on the right, with no period.

The Coursework begins with the title page. The title page provides information about the academic institution where the work was completed; the title of the coursework; the type of coursework; the last name, initials and group of the student; the last name, initials and academic degree and position of the scientific supervisor; and the city where and year in the work was conducted.

The second page of the Coursework contains the Contents.

The third page of the term paper contains the abstract. To highlight certain terms or formulas, the use of either bold or italics is permitted. Underlined text (example) is not allowed. Moreover, only one of either bold or italics may be used at a time – the use of bold and italics (example) in one term is not allowed.

The text of the Coursework may contain abbreviations – both commonly used abbreviations (e.g., the USA for the United States of America) and abbreviations introduced by the author. In both cases, in the first mention of the abbreviation, the word or words should be written in full, with the abbreviation given in parentheses. For subsequent references, the abbreviation may be used without reference to the full word or words.

The PROMT machine translation system can be used (https://www.translate.ru/%D0%BF%D0%B5%D1%80%D0%B5%D0%B2%D0%BE%D0%B4) to translate the text from Russian into English.

Appendix № 1

Sample of the Title Page

Federal State Educational Budgetary Institution of Higher Education

"FINANCIAL UNIVERSITY UNDER THE GOVERNMENT OF THE
RUSSIAN FEDERATION"

Faculty of International Economic Relations
Department of Foreign Languages and Intercultural Communication

COURSEWORK
"Speech Practicum of Business Intercultural Communication (in English)"

_____

_____
(coursework title)

by student of group_____
(group number)
_____
(student's full name)

Supervisor:
_____
(academic degree, academic title, position of the supervisor)
(supervisor's full name)

Moscow 2026