

## Guidelines to authors

Please, read carefully all the sections below before submitting your manuscript. The Editor may reject your submission if your manuscript does not follow the instructions below.

To publish with AJAL, all Argentinian authors or half of them in a multi-authored article must be members of a teacher association (TA) linked to FAAPI by the time the submission is made. If you are the sole author of the manuscript submitted, please ensure that you have become a member of a (TA) before submitting your manuscript. **Make sure that your contribution, even when based on a local context and issue, reaches an international readership.**

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AJAL does not accept articles authored by more than four authors.

### *Ethics and copyright*

By submitting your manuscript to AJAL, you confirm that you have read and followed all instructions to authors. You confirm that it is an original manuscript whose authorship belongs to you and that it has not been published previously or under consideration for publication elsewhere. By submitting your manuscript you also confirm that all potential conflicts of interest have been taken care of successfully and that your manuscript does follow strict ethical procedures such as data protection, anonymity, consent

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### ***Types of manuscripts you may submit***

We welcome the following types of manuscripts:

**Original research article:** this is a manuscript which reports the outcomes of your own research. It usually includes sections such as introduction, literature review, methods, results, discussion, conclusions and implications, and references. Length: between 5,000 and 7,000 words (including tables and graphs, without references and appendices).

**Literature review/state-of-the-art article:** this is a critical review of the literature on a particular theme of interest to AJAL. Sections may vary but authors are encouraged to include conclusions which promote reflection and suggestions for further research. The article should contain a minimum of 30 quality references. Length: between 3,000 and 5,000 words (including tables and graphs, without references)

**Reflective article:** this is an article based on theoretical underpinnings. It includes description, analysis, and evaluation of a specific topic or issue. Length: between 2,000 and 3,500 words (including tables and graphs, without references).

**Interview-based article:** this is an article which consists of an interview with a specialist on a specific field within applied linguistics and it includes

a framework of reference and concluding remarks. Length: between 3,000 and 4,500 words (including tables and graphs, without references).

**Classroom activities:** this is an article which describes strategies, techniques, or activities which could be applied to the EFL classroom. The Editors will favour those which are the product of your own creation and/or adaptation and that you may have tried. The manuscript should be highly practical with clear instructions, and direct classroom application or implementation. Length: between 1,000 and 3,500 words (including tables, without references and appendices).

**Classroom account:** this is a narrative article based on personal classroom experiences such as projects, materials development, or other special systematic undertakings. Length: between 1,000 and 3,500 words (including tables, without references and appendices).

**Materials review:** this is a review of a book, software, website, or any other resource of relevance to AJAL readers. Length: between 600 and 1,500 words. Before submitting your manuscript, please contact our editors at [ajalreviews@faapi.org.ar](mailto:ajalreviews@faapi.org.ar) to discuss the material you wish to review.

**Academic event report:** this is the report of a conference or a symposium which has taken place in Latin America and which is relevant to AJAL readers. Length: between 600 and 1,500 words. Before submitting your manuscript, please contact our editors at [ajalreviews@faapi.org.ar](mailto:ajalreviews@faapi.org.ar) to discuss the event on which you would like to report.

### ***How to prepare your submission***

- Read these instructions carefully. For issues which are not included here, please contact the Editor at [ajaleditor@faapi.org.ar](mailto:ajaleditor@faapi.org.ar) before submitting your manuscript.
- Authors must submit a complete manuscript. We do not accept abstracts prior to a complete submission.

- Do not format your submission in the style of a published article. All manuscripts should be sent as Word documents containing unjustified texts.
- Authors' names, self-referentials (e.g. As I have outlined elsewhere (Wright, 2011)) and affiliations **MUST NOT** appear in the manuscript. Remember that all manuscripts undergo blind reviewing.
- Make sure that your manuscript is written in accurate English (AmE and BrE spelling are accepted but these should not be used simultaneously). Please, have your manuscript proofread or edited before submitting. Manuscripts in need of serious editing will be rejected and will not go through the peer review process.
- Make sure you respect the word count according to the type of manuscript you submit.
- Your manuscript should be sent as a Word document with the following format: Times New Roman, 12, double-spaced, unjustified). Do not insert page breaks in your manuscript.
- With the exception of materials reviews, all manuscripts should include a title. The title must be clear and self-contained. Please avoid long titles. Only capitalise the first word and proper nouns.
- The title of your materials review should start like this: 'Review of (title of book or website) by (authors). If it is a book, also include the information (if applicable) as shown in the example below:  
**CLIL. Content and Language Integrated Learning**  
D. Coyle, P. Hood and D. Marsh  
Cambridge  
Cambridge University Press  
2010  
Pp. v + 173  
ISBN 978-0-521-11298-7 (hbk): £54.50; US\$ 71.20  
ISBN 978-0-521-13021-9 (pbk): £21.00; US\$ 25.91  
ISBN 13:9780511740473 (Adobe e-reader): US \$71.00
- With the exception of materials reviews, all manuscripts should have two abstracts, one in English and one in Spanish. Each abstract should be around 100-120 words. The abstracts must be followed by a maximum of five key words in both English and Spanish.

- Indent all paragraphs except the first paragraph of each section.
- No line space should be left between paragraphs or under (sub)headings. Line space should be left between sections.
- Avoid the use of footnotes. If they are necessary, place them after your conclusions as endnotes.
- Use double inverted commas for short quotations and single inverted commas for quotations within quotations.
- To highlight a word or a concept, use *italics*.
- Indent long quotations (40 words or longer).
- For all quotations refer to authors as follows:

According to Levin (2010, p. 359), ‘governments around the world continue to be intensively involved in changing their education systems.’ (for long quotes you may place the author’s surname, year: page sequence below the quote, ranged right)

- For lists use Arabic numerals.
- For bullet-points, use •
- Figures and tables should be clearly labelled with a number and caption. For example: Figure 1. Types of motivated behaviours. (For captions use Times New Roman, 9). Format your figures and tables as you wish them to appear.
- For materials reviews, do not include appendices or use headings.
- With the exception of materials reviews, appendices must be signalled in the text and then placed after your reference list. Label appendices as Appendix A, B, C...
- With the exception of materials reviews, use headings and subheadings. Please, do not name the first section of your manuscript. Name the sections in which your manuscript is divided following the example below:

**Methodology** (Times New Roman, 12, bold face, indented, upper case and lower case headings).

**Data Collection Instruments** (Times New Roman, 12, left-aligned, uppercase and lowercase headings)

**Interviews** (Times New Roman, 12, bold face, indented, a period, lowercase heading).

- For in-text references follow these examples:  
James (2009) argues that...  
Gómez and Pérez (2008) raise other issues since...  
The situation in Argentina has shown relatively low improvement (Andes, 1998; Gómez & Pérez, 2008; Zander, 2000).  
Little (2006a) observes that...  
Little (2006b) denies that...
- For works authored by three or more authors, include all surnames the first time you refer to them, and et al. in subsequent references, for example:  
Smith et al. (2010) signal that...  
This has been signalled by many works (Smith et al., 2010)
- Full references: all authors cited in your manuscript must appear in your reference list. Follow these examples:

Bruner, J. (2002). *Making stories: Law, literature and life*. Cambridge, MA: Harvard University Press.

Gee, J.P. (2005). Semiotic social spaces and affinity spaces: from the Age of Mythology to today's schools. In D. Barton & K. Tusting (Eds.), *Beyond communities of practice* (pp.214-232). Cambridge: Cambridge University Press.

Lantolf, J. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

Little, D. (1991). *Learner autonomy 1: Definitions, issues and problems*. Dublin: Authentik.

Meza Rueda, J.L. (2008). *Historia de maestros para maestros. Pedagogía narrativa expresada en relatos de vida*. Bogotá: Universidad de La Salle.

Pérez-Cañado, M.L. (2012). CLIL research in Europe: Past, present, and future. *International Journal of Bilingual Education and Bilingualism*, 15(3), 315-341.

Prince, P. (2011). What's the story? Motivating e-learners with fiction. In D. Gardner (Ed.), *Fostering autonomy in language learning* (pp. 225-233). Gaziantep: Zirve University.

- Richards, K. (2006). "Being the teacher": Identity and classroom conversation. *Applied Linguistics*, 27(1), 51-77.
- Smith, R. (2003). Teacher education for teacher-learner autonomy. In J. Gollin, G. Ferguson & H. Trappes-Lomax (Eds.), *Symposium for language teacher educators: Papers from Three IALS Symposia*. Edinburgh: IALS, University of Edinburgh. Retrieved May 2, 2012, from [http://homepages.warwick.ac.uk/~elsdr/Teacher\\_autonomy.pdf](http://homepages.warwick.ac.uk/~elsdr/Teacher_autonomy.pdf)
- Smith, R., & Erdogan, S. (2008). Teacher-learner autonomy: Programme goals and student-teacher constructs. In T. Lamb & H. Reindeers (Eds.), *Learner and teacher autonomy: Concepts, realities and responses* (pp. 83-102). Philadelphia, PA: John Benjamins Publishing Company.
- Ushioda, E. (2011). Motivating learners to speak as themselves. In G. Murray, G. Xuesong & T. Lamb (Eds.), *Identity, motivation and autonomy in language learning* (pp.11-24). Bristol: Multilingual Matters.

### ***What to submit and how***

1. You must submit the following documents:
  - a. Author form
  - b. Complete manuscript in Word format (including tables and figures).
  - c. If applicable, you must submit tables and figures as separate files: submit tables as Word documents and figures/illustrations in TIFF format.
2. **With the exception of materials reviews, all other submissions (documents a-c above) must be sent to [ajaleditor@faapi.org.ar](mailto:ajaleditor@faapi.org.ar)**
3. Materials reviews (documents a-b above apply here too) should be sent to [ajalmatreviews@faapi.org.ar](mailto:ajalmatreviews@faapi.org.ar)

### ***What happens once you submit your manuscript***

1. You will receive an email acknowledging receipt in around 4 days.
2. We expect to return to you with the evaluators' comments in around 40-60 days.

3. If your manuscript is accepted with minor changes, you will be expected to resubmit your manuscript in 15 days.
4. If your manuscript is considered for 'revise and resubmit' (major corrections), you will be expected to resubmit your manuscript according to a time frame agreed with the editor.