

# ○ **STYLE SHEET FOR CONTRIBUTORS TO THE AUSTRALIAN REVIEW OF APPLIED LINGUISTICS**

1. Articles for the *Australian Review of Applied Linguistics* should be 5,000 words long, including notes and tables. Authors should indicate the LENGTH OF THEIR ARTICLE on the final page of their text.
2. Articles should be preceded by an abstract (maximum 200 hundred words) that summarises the methodology and major claims or conclusions of the article, and by up to five keywords.
3. The article should be typed in MS Word, using Arial font and double spacing.
4. Sections of the article should be headed, but not numbered. All headings should be placed on a separate line from the ensuing text.
5. Footnotes should not be used. Endnotes at the very end of the text should be avoided, or kept to a minimum. They should be numbered consecutively and grouped under the heading 'Endnotes'.
6. From 2006, ARAL will follow a modified version of *The Chicago Manual of Style* 14<sup>th</sup> edn. References within the text to other sources should contain the name of the author, the year of publication and the relevant page numbers(s); for example, (Smith 1962, 23). Apart from a comma or a parenthesis, there should be no intervening material between the author's last name and the date. Where reference is made to more than one article or book published by an author in the same year, each article or book should be given a letter designation attached to the date (Brown 1983a). Where two or more works by the same author(s) are cited alongside one another, separate the publication years with a semi-colon (Brown 1997; 2001). There is no need to use 'ibid.' etc. If there are two authors, both names should be listed with 'and' (Brown and Smith 1999). When there are more than two authors, use 'et al.' after the first author's name.
7. References should be grouped together at the end of the article under the heading 'References' (before the Endnotes, if any), and arranged in alphabetical order of the authors' last names. If it is felt to be of particular significance, a bibliography may be included after the references. The format for references is as follows:

- a. Invert all authors' names; give surnames and initials for all authors up to and including six authors, and separate authors with a semi-colon rather than the word 'and'. When there are seven or more authors, the seventh and subsequent authors are abbreviated as 'et al.'.
  - b. Editor(s) instead of authors are to be signaled via abbreviation: ed. or eds.
  - c. The date of publication is to be placed after the author or editor, and **not** enclosed in parenthesis.
  - d. References are to be listed alphabetically and chronologically from oldest to most recent for multiple references from the same author.
  - e. Journal and book titles are to be written in maximum capitals and italicised. The first letter of the subtitle should also be capitalised.
  - f. Journal titles should not be preceded by 'In'.
  - g. Article and chapter titles are to be written in lowercase letters, with the exception of the initial letter of the title and subtitle, and proper names.
  - h. Single quotation marks should be put around chapter and article titles.
  - i. Titles (except journal titles) are to be concluded with a full stop or question mark, as appropriate. Commas are not to be used.
  - j. All references to journal articles are to contain the page references, with the page span separated by an en-dash.
  - k. Electronic sources include aggregated data bases, online journals, web sites or web pages, newsgroups, web- or email-based discussion groups, and web- or email-based newsletters. The format for electronic references ( i.e., 'Accessed February 25, 2002. Available: from <http://www.apastlye.org/elecsource.html>.' ) is:
    - Online periodical:** Author, A.A.; Author, B.B.; Author, C.C. 2000. 'Title of article'. *Title of Periodical* vol (issue): page/s. Accessed month day, year. Available from: source.
    - Online document:** Author, A.A. 2000. *Title of Work*. Accessed month day, year. Available from: source.
8. Single quotation marks should be used for short quoted sections. Double quotation marks should be used for quotations within quoted sections.
  9. Spans of numbers, including dates and page numbers, should be separated by an en-dash rather than by a hyphen.
  10. Tables should be numbered consecutively, and Figures should be numbered in another consecutive series. Tables or diagrams created in Word should be included

in the relevant part of the text. Each should have a title, which indicates the nature of the data being presented and how they are to be interpreted. Tables, figures and diagrams created in Excel should be submitted as separate Excel files. All other images must be presented to the Editor in high resolution image format (e.g., .jpg, .tif, .gif). The maximum amount of space available on the printed page for figures and tables is 120mm wide by 150mm high.

11. Table text should use 9 point Arial font for headings (bolded or not, as required – but this should be applied consistently), and 8 point Arial font for text.
12. Examples and quotations of more than four lines are to be indented, typed in single spacing and separated from the text by a blank line above and below.
13. Technical terms, names of organisations, etc. which appear as sets of initials, should be given in full form when they first appear in the text, with the abbreviated form in brackets.
14. Words requiring particular emphasis should be italicised. If it is necessary for a part of a word or phrases to be emphasised in an already italicised word (for purposes such as drawing attention to a particular morpheme in a foreign or emphasised word) please use bold type on the appropriate portion of the word or phrase.
15. Foreign words and phrases should be italicised. However, common Latin abbreviations such as *et al.*, *etc.*, *i.e.*, *e.g.* should not be italicised.
16. Please avoid the use of non-Roman scripts and symbols where possible.
17. If your article does includes non-Roman scripts, please advise the Editor. A PDF of the article should be supplied to the Editor where possible.
18. Use default setting ‘Normal’ for the main text of the article. The title should be assigned to ‘Heading 1’. Main headings in the article should be assigned to ‘Heading 2’ and minor headings to lower levels as appropriate. Do not use tabs to indent paragraphs. Do not use headers or footers.
19. We encourage contributors to use non-discriminatory language.
20. Three hard copies of each article should be submitted, along with an electronic copy submitted as an email attachment. The author’s name should not appear on any of the copies, but should appear on a separate sheet attached to the top copy. The author should also attach a biographic note.
21. After receiving notification that the paper has been accepted, the author(s) will be required to do some additional formatting and to send the revised copy electronically.
22. All contributors will need to sign a Contributor Agreement. Authors will receive one free copy of the issue in which their article appears and 12 months of access to the same online issue.

## [SAMPLE TITLE PAGE]

### **Bilingualism in hearing-impaired adolescents**

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Jocelyn Jensen is Professor of Applied Linguistics at the University of Darwin. Her major fields of research are bilingualism and language disability, second language acquisition and computer-aided language learning. She is the author of *Computers and Language Learning* (Melbourne: Hermit Press, 1990) and *Language Disability and Second Language Learning* (Darwin: University of Darwin Press, 1989).

## [SAMPLE FIRST PAGE OF TEXT]

### **Bilingualism in hearing-impaired adolescents**

#### **Abstract**

(text here)

#### **Keywords**

(up to five keywords or very short phrases here, to facilitate online ‘searches’)

#### **Introduction**

(text here)

#### **The case studies**

##### *Native-speaking students*

The first case study was conducted over three academic terms of (rest of text here).

#### **Interpreting the results**

Jones (1974, 23) argued that his results demonstrated the primary (rest of text here). Of particular interest is the claim by Brown (1979, 17–18) that:

It is apparent from the extensive studies of such students that the main difficulties encountered concern their inability to process the spoken word during the course of their studies.

This demonstrates that the first contention made above is substantially (rest of text).

	Male	Female	Total
1976	16.9	21.0	37.9
1977	19.0	22.7	41.7
1978	20.3	24.6	44.9
1979	21.5	25.0	46.0

**Table 1**

Number of adolescents per 100 who reported hearing difficulties, 1976–1979

(Concluding text)

### References

- Alred, G.; Byram, M.; Fleming, M., eds. *Intercultural Experience and Education*. Cleve-  
don: Multilingual Matters.
- Brown, A., ed. 1979. *Studies in Hearing Impairment*. 2<sup>nd</sup> edn. London: Hermit Press.
- Carter, J.D.; Williams, M. 1975. ‘What is the cause of students’ hearing difficulties?’  
*Australian Review of Applied Linguistics* 4 (2): 98–107.
- Douglas, H.; Rowlands, M.L. 1979. ‘Tertiary sampling methods’. In *Research in Applied  
Linguistics*, edited by Brown, J. Cambridge: Cambridge University Press.
- Kamler, B.; Santoro, N.; Reid, J. 1998. ‘Cultural differences in the teaching profession:  
How much does it count?’ Paper presented to the Australian Association for Re-  
search in Education Conference, Adelaide.
- Smith, J. in press. ‘Who needs hearing assistance?’ *Australian Studies in Tertiary  
Education*. Canberra: AGPS.

### Endnotes (please use Word’s automatic Endnote function)

<sup>1</sup> This study was made possible by a grant from the International Association.

<sup>2</sup> (Etc.)

## GUIDELINES FOR BOOK REVIEWERS

- Reviews should be completed within three months of receiving the book.
- Reviews should be between 1000 and 1500 words in length, and should be typed, double-spaced on A4 paper. Please email a copy to the Reviews Editor, Dr Rachel Varshney, at Rachel.Varshney@ling.mq.edu.au as an attachment in MSWord with a .doc filename, or else as plain text or rtf.

- Reviewers should aim to provide an informed view of the book’s contribution to the field and of its usefulness to its intended audience, rather than simply describing its contents. While a critical approach is welcomed, reviewers are advised to avoid potentially defamatory statements. Review authors are answerable for any action taken by the book’s author(s) or agent(s) arising out of the content of the review.
- Reviewers should indicate details of the book reviewed at the beginning of their review, and their name and institutional affiliation at the end. Please see the following example of layout:

M. Guilherme, *Critical Citizens for an Intercultural World: Foreign Language Education as Cultural Politics*

(Clevedon, Multilingual Matters. 2002. PP. XIV, 296)

**(Body of review)**

Review by Paul Black, Centre for Access and ESL, Charles Darwin University

- Book reviews are edited by the Reviews Editor, but authors are consulted over any issues requiring clarification or substantive change.
- Following selection of a review for inclusion in an issue of *ARAL*, the proof will be sent to the author for checking, and a Contributor Agreement will be forwarded, to be signed and returned to Monash University ePress via the Editor.
- References should conform to the style sheet in the latest issue of *ARAL* (also available online at [www.epress.monash.edu/aral/aralsubmitguidelines.pdf](http://www.epress.monash.edu/aral/aralsubmitguidelines.pdf)) and preferably be limited to six. In-text referencing should also follow this style sheet. Page references to the book being reviewed should be indicated thus: (p.71).
- The ultimate decision on whether or not a book review will be published remains with the Editor.

## **FURTHER INFORMATION**

For further style information, please see Monash University ePress’s *Submission Guidelines*, available from [www.epress.monash.edu/submissionguidelines.pdf](http://www.epress.monash.edu/submissionguidelines.pdf). Or, for referencing information, see Chapter 16 of *The Chicago Manual of Style*, 14<sup>th</sup> edn (Chicago: University of Chicago Press, 1993).