

Word Processing Specifications for the *Canadian Journal of Applied Linguistics*

The following guidelines are for authors submitting a manuscript as well as those preparing the final version of articles or book reviews which have been accepted for publication. Failure to follow these guidelines will delay the review and publication process.

Submissions should be sent directly to the English-language Editor or the Book Review Editor. For names and addresses, consult the most recent issue of the *CJAL* or the CAAL website (www.aclacaal.org/).

General instructions for manuscripts

1. Only word-processed texts will be accepted.
2. It is preferable to use Microsoft Word.
3. Always double space all elements of the manuscript, including long quotations, notes, examples, endnotes and references. Endnotes should appear after the text and before the References.
4. When submitting the final corrected version of your text, send your file(s) as an e-mail attachment as well as a single paper copy. If discrepancies exist between the paper and electronic versions, they will be returned to the author.
5. Final typesetting of the manuscript is based on the revised paper copy submitted by the editor to the typesetter. For special formatting (diagrams, examples, etc.) and special characters (phonetic symbols, non-Latin alphabetic symbols, etc.) not easily produced via word processing, exact hand-drawn versions can be submitted.

Submission instructions for manuscripts

Submission instructions for articles and reviews differ.

Articles

1. List the following information on a separate page:
 - a. the title;
 - b. name(s) of author(s);
 - c. author(s)' professional affiliation(s);
 - d. postal address and e-mail address of first author.
2. Include the following information at the beginning of the article:
 - a. the title;

- b. two abstracts (between 10 and 15 lines, maximum 150 words), one in English and one in French.
3. To ensure anonymity during peer review, do not identify the author(s) in the article.
4. Manuscripts should be approximately 30 to 35 pages in length, double spaced, including notes, tables, figures and references.
5. When submitting a manuscript for possible publication, send the file(s) as an e-mail attachment (any .pdf file must use embedded fonts) and one paper copy of the text. Make sure that the text of your attached document is identical to the paper text.
6. Print on one side only of good quality paper, with margins of at least 2.5 cm.

Book reviews

1. Contact the Book Review Editor before submitting a review.
2. Submit manuscripts to the Book Review Editor. Send a copy of your text as an e-mail attachment as well as a paper copy.
3. Begin the review with the complete first name and the last name of the author(s) of the book in question, followed by its year of publication, title, place of publication, the name of the publisher and the number of pages (Roman and Arabic). On a separate line, indicate the first and last names as well as the institutional affiliation or place of residence of the author of the review.
4. The pages of the book referred to in the review should be put in parentheses and preceded by either “p.” or “pp.”.
5. Guidelines for reviews are the same as those specified for articles, including references for any works cited in the review.

Word processing specifications

1. Use Times New Roman, 12-point font.
2. Left justify only. Do not break words at the end of lines.
3. Centre the main title and the abstracts.
4. Ensure that all paragraphs and examples are separated from one another by at least one blank line.
5. Pay particular attention to portions of text immediately following examples and long quotations: no indent is necessary if the text does not constitute a new paragraph.
6. Do not use superscript characters for suffixes (e.g. 2nd ed. or 18th century).

7. Paginate each page, including notes, references and appendices. If there is more than one appendix, each should be numbered using capital letters: Appendix A, Appendix B, etc.

Divisions within the text

Texts are usually divided into sections, each of which is introduced by its own heading, with initial capital only. Because *CJAL* does not use numbered headings, use the following font styles to indicate heading levels:

Level 1	(section):	Bold
2	(subsection):	<i>Bold italic</i>
3	(subsubsection):	<i>Italic</i>
4	(subsubsubsection):	Roman

Specifications of type

1. Bold and italicized type should be used sparingly; do not use underlining for emphasis.
2. Italics should be used in the following cases:
 - a. for references to examples used in the text: “*I* is the Agent of the medium-process complex *broke the glass*”;
 - b. for book titles cited directly in the text, for example, the *Gage Canadian Dictionary*;
 - c. for words that need to be emphasized: “The gap between *mead* (the beverage) and *mead* (a meadow) is narrow.”;
 - d. for little-used or obscure foreign words and phrases such as *grève du zèle*, *anno Domini*, *tutti quanti*.
3. Do not use bold for emphasis, unless the word you wish to emphasize is already in italics, for example, **Greek translates itself easily*.
4. All phonetic transcriptions should use the International Phonetic Alphabet (IPA). If for some reason this is impossible, add a list of symbols used as well as IPA equivalents. (Fonts for IPA phonetic symbols are available free at: www.sil.org/computing/fonts/encore-ipa.html.)
5. Symbols used which are not available on your keyboard or word-processing software should be written by hand in both the text and the margin. In order for the typesetter to correctly identify such symbols, ensure that they are clearly marked.

Punctuation

1. Do not use periods between the initials in acronyms (CIDA, not C.I.D.A.) or initializations (CBC, not C.B.C.).
2. Place glosses within single quotation marks (*fuego* ‘fire’).
3. Numbers from one to ten should be written out (“the four cows”, not “the 4 cows”); the same is true when beginning a sentence with any number (“Twenty years ago today ...”). Within a sentence, use numerals for numbers over ten (“34 years old”; “the 18th century”).

Quotations

1. Use quotation marks to set off short quotations (three lines or fewer) within the text; always identify the source (author, date, page number) of the quotation:

As a result, researchers are hesitant about identifying good LLSs for all situations and all purposes since “good behaviors may be differentially appropriate for the various types of skills related to the purpose of second language study” (Poltzer and McGroarty, 1985, p. 118).

2. Quotations that exceed three lines in the regular text should be indented, with no quotation marks. The source can be given either before the quotation:

The role of cognitive strategies is described by Galloway and Labarca (1990, p. 145):

What ... cognitive strategies have in common is (1) the active mental engagement of the learner in the purposeful establishment of new functional knowledge through contextualized practice, and (2) the formation of stable and meaningful connections between prior knowledge and new information.

or immediately at the end of the quotation:

In addition to the broad behaviours identified above, researchers also identified something they called a general learning approach:

The “good language learner” finds a style of learning appropriate to him by initially conforming to or adapting the learning situation effectively; in the process of his language learning, he learns to identify personal preferences regarding the way he would like to learn a language and selects learning situations accordingly. (Naiman, Fröhlich and Todesco, 1975, p. 59)

3. The deletion of a portion of an original quotation is indicated with ellipses:

The role of cognitive strategies is described by Galloway and Labarca (1990):

What ... cognitive strategies have ... (p. 145)

4. All errors contained in quoted text must be kept and immediately followed by “sic” in square brackets:

Four cows is [sic] ...

5. A short quotation inserted within the text, whether at the beginning, in the middle or at the end of the matrix sentence, takes only an exclamation mark, a question mark or ellipses as final punctuation before the closing quote mark. After the closing quote mark, normal punctuation is used:

Junker further writes (1891, p. 315) of large government caravans divided into discrete groups of Bari, Moru, Kakwa, Nubians, and others, and their wives and servants arranged “partly according to tribe, partly according to where their men were in the caravan”.

As mentioned above, one of Thewlis’ (1993, p. 86) rules was: “You can use change-of-state verbs in active form when the subject is one that can change without an apparent agent.”

In an article examining L1 college students’ ability to learn the meaning of unknown words through dictionary definitions, Nist and Olejnik ask: “Where has the idea come from that looking words up in a dictionary is the worst way for students to learn vocabulary?” (1995, p. 172).

Example sentences

1. Example sentences should be set off from the rest of the text and numbered (in Arabic numbers) within parentheses:

While French shows some properties of long-distance binding, it does not show blocking effects:

(1) Marie_i se_i parle (à elle-même).

Marie CL talk (to herself)

‘Marie talks to herself.’

2. Use lower-case letters followed by a period to subdivide an example:

English middles do not have its equivalent (-*self*), as in (2):

(2) a. Greek translates easily.

b. *Greek translates *itself* easily.

3. Example sentences presented in the endnotes are numbered using lower-case Roman numerals:

¹*Unaccusative* verbs are sometimes called *ergative*. They are similar to middle constructions as in (ia–b) since in both cases the grammatical subject is the logical object, but differ in that

middles in English are generic statements which usually occur in the non-past tense with an adverbial of facility.

- (i) a. This bread cuts easily.
- b. Irish crystal breaks easily.

4. When referring to an example sentence within the text, indicate the appropriate letters and numbers within parentheses: (1a). Use a hyphen only to include all examples in a series: (1–4) or (1a–d).
5. When an example is a complete sentence, it must begin with a capital letter and end with a period; otherwise, neither capitalization nor periods should be used.
6. Provide the translation of any example sentence given in a language other than English and, if necessary, add a morpheme-by-morpheme gloss. The grammatical information for the gloss is in small caps. In the endnotes, explain any uncommon abbreviations used in the gloss. The translation is added after both the original and the gloss, and it is placed between single quotation marks:

- (3) Ich habe ihm ein Buch zu Weihnachten geschenkt.
 I have-AUX him a book for Christmas give-PPT
 'I gave (have given) him a book for Christmas.'

Example dialogues

1. It is preferable to add in the endnotes any conventions used in the transcriptions of dialogues, such as use of dashes and back slashes.
2. Sections of dialogue must be separated from the text. Each speaker should be identified by an initial:
 T: What did you do and think about when you first saw “thrust”?
 S: I never saw it with the “h” after the “t”, so it was a new word, and I wanted ...

Tables and figures

1. Tables and figures are placed where they occur in the text. They are numbered separately (Table 1, Table 2, Figure 1, Figure 2, etc.) using Arabic numerals, based on the order in which they occur.
2. All tables and figures must have captions; caption text should be concise and explanatory.
3. All tables and figures should be explicitly cited and the salient points mentioned in the body of the text.
4. When an article has been accepted for publication, the editor will provide the author(s) with complete details regarding the submission of figure files.

Endnotes

1. Use endnotes sparingly. All notes exceeding a few lines in length should be incorporated into the text. Do not use endnotes to cite references. Cite these directly in the text (see “Textual references”, below).
2. Notes are to be placed at the end of the article before the References. They are to be numbered sequentially (1 to *n*) throughout the text. The number of the note should be indicated by a superscript Arabic numeral placed at the end of the clause or sentence, after the punctuation. The numbers of the endnotes must correspond to the numbers within the text.
3. Acknowledgements are placed under the heading Notes. They are not numbered.

Textual references

1. Do not cite the entire bibliographical reference within the text. Instead, use the Author-Date method; list the last name(s) of the author(s) followed by the relevant publication date and, where necessary, the page number referred to, set off in parentheses:

Intrigued by Ruben’s (1975) characteristics of the good language learner, Wenden (1986) interviewed adult ESL students about their LLSs . . .

“These properties could not be acquired solely on the basis of input; rather, a universal linguistic principle is implicated” (White, 2003, p. 4).
2. When several references are included in the same parentheses, separate two publication dates by the same author by a comma, and separate two different authors by a semi-colon. Multiple references are listed in chronological order:

During reading sessions, Hosenfeld (1979, 1984) was able to identify . . .

On the other hand, other researchers (Long, 1983; Doughty, 1991, 2004) have argued that . . .
3. Different publications by the same author(s) in the same year are distinguished by lower-case letters:

A group of researchers at InterAmerica Research Associates have conducted a number of significant studies, both short- and long-term, (Chamot, Küpper and Impinck-Hernandez, 1988a, 1988b) to identify more specific LLSs and to investigate the teachability of LLSs.
4. When quoting a work by more than two authors, list all of their names the first time it is referred to in the text, and use “*et al.*” subsequently:

... or FonFs instruction compared to either FonF instruction or focus on meaning (Jourdenais, Ota, Stauffer, Boyson and Doughty, 1995) ... in most of the studies mentioned above except for Salberry (1997) and Jourdenais *et al.* (1995) ...

References

General remarks

1. At the end of the manuscript, immediately after the endnotes, give a list of all works cited within the text.
2. Use a hanging indent for each reference.
3. To refer to works that are about to be published, in the place of the publication date, indicate “In press” if work is about to be published or “To appear” if work has been accepted for publication.
4. Give the first name initial of the author(s) and editor(s). In the case of the co-author(s) and co-editor(s), the initial is placed before the last name.
5. Always specify the page numbers for articles in journals and collections.
6. Do not use acronyms or abbreviations for the titles of journals, e.g., *Studies in Second Language Acquisition* and *Canadian Modern Languages Review* not *SSLA* or *CMLR*.
7. List references in alphabetical order by author, or in the case of a work with more than one author, by first author. If the same author is cited more than once, list the references in chronological order. Repeat the name of the author for each reference and use lower-case letters to distinguish several works by the same author published in the same year, 1978a, 1978b, etc.

Wenden, A. 1987a. Conceptual background and utility. In A. Wenden and J. Rubin (eds.), *Learner strategies in language learning*. Englewood Cliffs, NJ: Prentice-Hall, pp. 3–13.

Wenden, A. 1987b. Metacognition: An expanded view on the cognitive abilities of L2 learners. *Language Learning*, 37, pp. 573–597.

Books

Books are to be referenced in the following manner:

1. The name of the first author, followed by the initial(s).
2. In the case of co-author(s), initial(s) are placed before the family name, and authors are separated by commas, except the last one, which is separated from the list by “and” (never “&”). The author name(s) are followed by a period.

3. The year of publication followed by a period. Indicate “In press” if work is about to be published or “To appear” if work has been accepted for publication.
4. The title and the sub-title (if applicable) in italics followed by a period. If there is a sub-title, separate it from the main title by a colon unless the main title ends in a question mark. Only capitalize the first word of titles and subtitles and any proper nouns.
5. The edition number in Roman font if text referred to is not the first.
6. The place of publication with initials of the province or state, in capitals (if place of publication is not well known), followed by a colon;
7. The name of the publisher followed by a period.

Examples:

Anderson, J.R. 1985. *Cognitive psychology and its implications*. 2nd ed. New York: W.H. Freeman.

Chamot, A.U., J.M. O'Malley, L. Küpper and M.V. Impinck-Hernandez. 1987. *A study of learning strategies in foreign language instruction: First year report*. Rosslyn, VA: Interstate Research Associates.

Articles

1. Articles in journals are to be referenced in the following manner:
 - a. the name(s) of the author(s);
 - b. initial(s) of the first author placed after the family name, and initial(s) of the co-authors, if applicable, placed before the family name. The author name(s) are followed by a period.
 - c. the year of publication followed by a period. Indicate “In press” if work is about to be published or “To appear” if work has been accepted for publication.

Netten, J. and C. Germain. To appear. Lessons learned from intensive French. *Canadian Journal of Applied Linguistics*, 8.
 - d. the title and the sub-title (if applicable), neither of which is in italics, followed by a period. If there is a sub-title, separate it from the main title by a colon unless the main title ends in a question mark. Only capitalize the first word of titles and subtitles and any proper nouns.
 - e. the name of the periodical in italics, with all major words in uppercase, followed by a comma;
 - f. the issue's volume (and number, if appropriate, separated from the volume by a comma) followed by a comma;

- g. the page numbers of the article, preceded by “pp.” and followed by a period.
 Gass, S.M. and E.M. Varonis. 1985. Variations in native speaker speech modifications to non-native speakers. *Studies in Second Language Acquisition*, 7, pp. 37–57.
2. Articles in a thematic issue of a journal are to be referenced in the following manner:
- the information regarding the article is given as for articles in a journal up to and including the volume and page numbers, ending with a period.
 - after the opening words “Thematic issue” in roman (followed by a colon), insert the title of the thematic issue in italics, followed by a comma. Capitalize only the first word of the title and the first word after a colon, as well as any proper nouns.
 - the initial(s) and name(s) of the guest editor(s), followed by “(ed.)” or “(eds.)” and finish with a period.
 Archibald, J. 2003. Learning to parse second language consonant clusters. *Canadian Journal of Linguistics*, 48, pp. 149–177. Thematic issue: *Segmental-prosodic interaction in phonological development: A comparative investigation*, H. Goad and Y. Rose (eds.).
3. Articles in collections are to be referenced in the following manner:
- the author name(s), the year of publication and the titles of articles in collections are given as for articles in journals.
 - Indicate “In press” if work is about to be published or “To appear” if work has been accepted for publication.
 Balcom, P. In press. Cross-linguistic influence in the bilingual lexicon: Middle constructions in English and French. In V. Cook (ed.), *The effects of the second language on the first*. Clevedon, UK: Multilingual Matters, pp. 168–192.
 - the name(s) of the editor(s), preceded by “In” and followed by (ed.) or (eds.) and a comma;
 - the title of the collection in italics (using the same capitalization system as for book titles), followed by a period;
 - the place of publication, followed by a colon;
 - the name of the publisher;
 - the page numbers, preceded by “pp.” and followed by a period.
 Long, M.H. and G. Crookes. 1993. Units of analysis in syllabus design: The case for task. In G. Crookes and S.M. Gass

(eds.), *Tasks in a pedagogical context*. Clevedon, UK: Multilingual Matters, pp. 9–54.

Long, M.H. 1990. Task, group, and task-group interactions. In S. Sanivan (ed.), *Language teaching methodology for the nineties*. Anthology Series 24. Singapore: SEAMEO Regional Language Centre, pp. 27–56.

4. If the article appears in conference proceedings published by an organisation or institution, the entry is like an article in a collection but with these differences: the collection title is replaced by the proceedings title, and the editor's name is replaced by the organisation or institution. For example:

Desjardins, F.J., R. Lacasse and L.M. Bélair. 2001. Toward a definition of four orders of competency for the use of information and communication technology (ICT). In *Education, Computers and Advanced Technology in Education: Proceedings of the Fourth IASTED International Conference*. Calgary, ACTA Press, pp. 213–217.

5. if the author refers to a number of articles from the same collection, add a main entry for the collection. The articles should then be cross-referenced.

Ioup, G. And S.H. Weinberger (eds.). 1987. *The acquisition of a second language sound system*. Rowley, MA: Newbury House.

Eckman, F.R. 1987. Markedness and contrastive analysis hypothesis. In Ioup and Weinberger, pp. 55–85.

Flege, J. and J. Hillenbrand. 1987. Limits on Phonetic accuracy in foreign language speech production. In Ioup and Weinberger, pp. 279–304.

6. When a work is authored by a government ministry, an organization or a company, it is listed under that name. Italicization and capitalization of the title are the same as for books.

Government of Canada. 2003. *The action plan for official languages*. Ottawa: National Library of Canada.

Government of New Brunswick. 2003. *A quality learning agenda*. Fredericton, NB: Department of Education.

Theses and dissertations

Master's theses and doctoral dissertations are listed as for articles. The note "Master's thesis" or "Doctoral dissertation", followed by a comma, comes between the title and the author's affiliation.

Fazio, L.L. 1992. Influence of mother tongue instruction on minority children's language performance and a report on their language patterns. Master's thesis, Concordia University, Montreal, QC.

Unpublished manuscripts

Unpublished manuscripts are listed as for articles. The note "Unpublished manuscript", followed by a comma, comes between the title and the author's affiliation.

Furlong, A. 2005. A modest proposal: Linguistics and literary studies. Unpublished manuscript, University of Prince Edward Island.

Papers read at conferences

The paper's author(s), year of the conference and title are the same as for articles. Then the name of the conference and the city where the paper was read are given.

Nadasdi, T. and C. Keppie. 2004. Le mot 'juste' en français albertain. Paper presented at the annual meeting of the Canadian Association of Applied Linguistics. Winnipeg, MB.

Book reviews

Book reviews are to be referenced in the following manner:

1. the name(s) of the author(s) of the review, followed by a period;
2. the year of publication of the review (not the book reviewed), followed by a period;
3. the note "Review of" in roman font;
4. the name(s) of the author(s) of the book reviewed, in italics and followed by a comma;
5. the title of the book reviewed, in italics and followed by a period;
6. the name of the periodical in which the review was published in italics, with all major words in upper-case, and followed by a comma;
7. the volume of the periodical (and its number, if appropriate, separated from the volume by a comma) followed by a comma;
8. the page numbers of the review, preceded by "pp." and followed by a period.

Guéron, J. 2002. Review of A. Rouveret (ed.), *Être et avoir: syntaxe, sémantique, typologie*. *Lingua*, 112, pp. 53–78.

Documents obtained on the Internet

Documents obtained on the Internet are listed as for articles. The date the site was visited should be indicated. Check the website before submitting the final corrected proofs to make sure that its address has not changed.

1. In the case of an electronic journal, the article is entered as for an article in a journal. After the volume of the journal, indicate the date retrieved, “Available at”, and the address of the website.

Thanasoulas, D. 2005. Fictitious discourse in language teaching. *Applied Semiotics*, 15.

Retrieved June 30, 2005. Available at www.chass.utoronto.ca/french/as-sa/ASSA-15/index.html.

2. In the case of a text retrieved from the website of an organization or institution, the title of the text is followed by the date retrieved, “Available at” and the address of the website.

Canadian Association of University Teachers. February, 2005. Paying the price.

Retrieved June 30, 2005. Available at www.caut.ca/en/publications/educationreview/default.asp.

3. In the case of an archival journal with a conventional printed version, the article is entered as for an article in a journal. If you consulted the electronic version, immediately after the pages of the article, indicate “electronic version” in square brackets, followed by a period. Then indicate the date retrieved, “Available at” and the address of the website.

Heift, T. and D. Nicholson. 2001. Web delivery of adaptive and interactive language tutoring. *International Journal of Artificial Intelligence in Education*, 12, pp. 310–325 [electronic version].

Retrieved September 25, 2002. Available at cbl.leeds.ac.uk/ijaied/abstracts/Vol_12/heift.html.

Documents obtained from a research database

Documents obtained from a research database are listed as for books. Instead of the place of publication and the name of the publisher, give the name of the database and the number of the document.

Chamot, A.U. and P.B. El-Dinary. 2000. Children’s learning strategies in language immersion classrooms. Research report No. EDD00001 (Research/Technical). Washington, DC: Department of Education. [ERIC: Document Reproduction Service No. ED445518].