



RæL- REVISTæLECTRÓNICA DE LINGÜÍSTICA APLICADA

Guide for authors

Rael-REVISTæLECTRÓNICA in Applied Linguistics invites all interested parties to submit their work in the field of applied linguistics - or linguistic theory, provided that the approach is contrastive, descriptive, corpus or quantitative. Contributions should preferably be written in Spanish or English.

Rael publishes a single annual edition of the journal. In general, the proposals will be restricted to journal articles or book reviews, although other formats such as the publication of monographs in special editions will also be taken into consideration.

Articles must be original and deal with topics of interest for the journal, and fulfil the adequacy and quality requirements of scientific publications.

All proposals will be evaluated by a Scientific Council that will ensure the quality of the contributions and will undergo a double-blind peer review. No deadlines are set for the receipt of articles in the ordinary annual editions.

The editors will assume that the contributions are unpublished (works already published or re-elaborations of the same will not be accepted). The Editorial Committee will decide the volume in which the articles will appear published.

The eventual publication of works with a favourable evaluation will require the inclusion of any corrections or modifications proposed by the Scientific Council, as well as the adoption of the Publication Norms of the Journal. The first author of each paper will receive the suggestions and recommendations of the evaluators and will return the corrections to the editor of the journal within a maximum period of 10 days from the date of receipt of the same.

RAEL undertakes to inform authors of the acceptance or rejection of their work within a maximum period of 6 months from the date of receipt of the works. Originals will not be returned.

Basic publication norms:

- The page size will be DIN-A4, with margins (left, right, top and bottom) of 2.54 cm and single line spacing.
- The main font should be Times New Roman with a font size of 12 in the body of the text, and a font size of 10 for the summary, indented quotes (block format) and any end-of-page notes.

- The list of bibliographic references should appear under the heading "References" (not "bibliographical references" or "bibliography").
- Articles should be submitted in Microsoft Word format (versions 97-2003 onwards) through the Open Journal System (OJS) platform at <http://www.aesla.org.es/ojs/index.php/RAEL/about/submissions#onlineSubmissions>

The first time a work is sent, the author must register at the following link: <http://www.aesla.org.es/ojs/index.php/RAEL/user/register> This will allow you to obtain a password to access the system and upload your work to the platform ("New proposal submission"). From thereon, the instructions indicated should be followed.

AUTHOR NORMS FOR ARTICLES AND REVIEWS

We recommend using the English norms when writing your article in English and the Spanish norms when writing in Spanish. Both are available on our website.

1) Language

Contributions should preferably be written in Spanish or English. In the case of the author not being a native speaker in either of the two languages, it is recommended that the text be reviewed by a native speaker. Contributions written in any other European language may be admitted, as long as they meet the necessary requirements.

2) Extension

ARTICLES should be between 6,000 and 8,000 words (including tables, figures, acknowledgments, footnotes and references).

BOOK REVIEWS should be a maximum of 1,500-2,000 words (including references).

3) Title

Two titles will be included, one in the original language of the work and the other in English (or in Spanish if the original language of the article is English). Titles should appear centered in font size 14, in bold, with simple spacing between the two versions. Only the first letter of each content word should appear in uppercase (English version) and the first letter of the first word in Spanish titles. They should not be followed by a full stop.

Please make sure that no authorial details (name or biodata) have been included in the manuscript.

4) Summary

Articles should be preceded by two abstracts that should not exceed 150 words: one written in the original language of the work and one in Spanish (or English if the original language of the article is Spanish). The summaries will appear after the title of the article, with an interlinear space above and below and indented by 1cm on both the left and the right. The author must ensure that the summary reflects the aims and content of the work objectively. The font used should be Times Roman font size 10. Please avoid the use of

abbreviations and acronyms in the summary except when they form part of the title (as they are widely accepted in the field under discussion e.g. EFL, SLA, FL, etc.).

5) Keywords

Four or five key words (maximum) in italics should be included, separated by semicolons (avoid simple commas) so that the work can be classified correctly in the international reference index. Words in a non-English language (or in a language other than the original language of the work) should also appear in italics.

EXAMPLE

Corpora and New Technologies in the Linguistics Classroom: A Pedagogical Use of a Clause Pattern Database

Corpus textuales y nuevas tecnologías en el aula de lingüística: uso pedagógico de una base de datos de patrones léxico-sintácticos

Several corpus-based studies ... new information and communication technologies (NICTs) in the linguistics classroom.

Keywords: *corpus linguistics; lexico-grammatical study; clause pattern database; linguistics classroom; NICTs*

Varios estudios basados en corpus textuales ... nueva información y NTICs en el aula de lingüística.

Palabras clave: *lingüística de corpus; estudio léxico-gramatical; base de datos de patrones léxico-sintácticos; aula de lingüística; NTICs*

6. The body of the article

Text should be justified and in Roman Times, font size 12. Simple line spacing should be used throughout the text, including between paragraphs.

The first line of each paragraph should be indented by one centimetre, except in those cases in which it immediately follows the title of each section or sub-section.

6.1 Margins

The measurement of the left, right, top and bottom margins should be 2.54 cms.

6.2 References integrated into the text (following APA, 7th edition, regulations):

References integrated into the body of the text must be precise, always indicating the page of the original text when they are accompanied by a literal quotation.

For example:

- Yule (1992) / (Yule, 1992) / Yule (1992: 25) / (Yule, 1992: 25)

Note that the ampersand (&) is used instead of the conjunction "and" when the reference in a work in English appears completely in parentheses. In Spanish, the conjunction "y" is used in both cases.

- Downing and Locke (1992) / (Downing & Locke, 1992: 36)
- Brown y Yule (1983) / (Brown y Yule, 1983)

Additional examples of the required format can be found below:

In this paper we will follow the classification of learning strategies provided by O'Malley and Chamot (1990: 119-120) where three types are distinguished: ...

Utilization is the key to comprehension and the basic determinant that facilitates it (O'Malley & Chamot, 1990: 35).

In the event that a parenthesis encompasses several authors, these will appear ordered **chronologically** and separated by semicolons:

...historical linguistics (Nevalainen & Raumolin-Brunberg, 1996; Rissanen, 2000; Fanego, 2012), and the creation of lexicographical works (Cowie, 1999; Moon, 2007; Hanks, 2009) and grammar reference books (Biber et al. 1999; Huddleston & Pullum, 2002).

Use of 'et al.' in works with three authors or more: the first time a work is cited all authors are written *; hereafter only the first author is written, together with the term et al. This also happens with a parenthetical reference. The abbreviation "et al." **should not appear in italics** and should not be followed by a comma, as shown below:

...as grammars such as Downing and Locke (1992) and Quirk et al. (1985) do.

* In the references section, all authors should appear.

The ampersand (&) should only be used in references for publications in English (eg Brown & Yule, 1983). In references to works in Spanish, the conjunction "and" will be used: Herrera Soler, H. and García-Laborda, J. (2005).

6.3 *Quotations*

Quotations that are integrated into the text should be enclosed in quotation marks (double quotes) except in the case of quotations within other quotations, in which case single quotation marks will be used:

According to Barber (1992: 1), “[i]t is language, more obviously than anything else, that distinguishes humankind from the rest of the animal world”.

Quotations of more than three lines should be separated and indented one centimetre to the left and right. Quotation marks should not be used. The font should be 10 points. Leave a space above and below the quotation. The author, the date of publication and the number of the page in parentheses should be quoted at the end of the quotation if they do not appear in the body of the main text:

According to Barber (1992: 1):

It is language, more obviously than anything else, that distinguishes humankind from the rest of the animal world. At one time it was common to define a human as a thinking animal, but we can hardly imagine thought without words – not thought that is at all precise, anyway. More recently, humans have often been described as tool-making animals; but language itself is the most remarkable tool that they have invented, and is the one that makes most of the others possible.

Or:

The linguistic capacity of the human being is the clearest differentiating trait that distinguishes us from other species of animal:

It is language, more obviously than anything else, that distinguishes humankind from the rest of the animal world. At one time it was common to define a human as a thinking animal, but we can hardly imagine thought without words – not thought that is at all precise, anyway. More recently, humans have often been described as tool-making animals; but language itself is the most remarkable tool that they have invented, and is the one that makes most of the others possible. (Barber, 1992: 1)

6.4 Orthography:

For articles in English, you can follow both British and American conventions as long as you do it consistently. Words in a foreign language should appear in italics; likewise, this type of letter should be used to highlight key words or to give emphasis, but only the first time they are used. The use of boldface should be avoided in the body of the text.

Italics should also be used in the case of titles of works within the text, as shown in the following example:

Talmy (1983), with his work *Spatial Orientation: Theory, Research and Syntactic Description*, contributes to the development of spatial domains in the theory of cognitive Linguistics.

Names of theories/methods should have capital letters, but only when specifically referred to. For example:

Although the Grammar Translation method/Communicative Approach is followed in many course curriculums, teachers don't always use a grammar translation/communicative approach in their teaching.

7) Sections and sub-sections

The sections of the work should be numbered (Arabic numerals) and first level section titles should be in capital letters, small capitals and bold, justified to the left and without a period at the end. In the case of there being sub-sections, they should also be numbered (e.g. 1.1) and their titles only should appear in italics (but not their numbering).

As regards the sections and sub-sections, only a maximum of three levels of subdivision are allowed. The titles of the sections and sub-sections will be numbered as follows:

1. TITLE (in bold, double line spacing above and simple line spacing below)

1.1 *Title* (in italics, leaving a simple line spacing above and below).

1.1.1 *Title* (in italics, separated from the previous text by a simple interline spacing above only)

If you mention sections, appendices, tables, figures, etc., please refer to them with a capital letter within the text. E.g. In Section 2.1 you can see that Table 3 shows the ...

8) Tables and figures

The proliferation of tables should be avoided as much as possible. All tables and figures must be presented in the desired size for publication and must be designed in such a way that they can be reduced.

The tables and figures should appear perfectly adjusted to the page and inserted in the body of the article. The font should be the same as the one used in the body of the article: Times New Roman. The recommended size is 10 points (absolute minimum 8 points). The tables should only be used for the presentation of numerical data and the vertical lines should be avoided as much as possible (See example below).

In the case of there being long lists of "verbal" content, the use of appendices after the "references" section are recommended. Tables and figures should be numbered consecutively in the order in which they appear in the text. To do this, Arabic numbers should be used and should be entitled with the word 'Table' and 'Figure' with the first letter in uppercase: (e.g. see Table 5, Figure 6, etc.).

Tables should appear on a single page and, if this is not possible, make sure that the headings of each column reappears in the continuation table.

The titles of the tables should appear in bold and centred on the top of them. In the case of the figures, the titles should appear centred below. The size of the font should be 10 points. The legends/keys of the tables and figures (if necessary) should not exceed 240 characters. The legend of the tables should be placed below the table and that of the figures should be integrated into the chart, if possible. The font size of the legends should be 10 points and in italics.

Table 6: *Participants and research instruments*

SCHOOL	QUANTITATIVE DATA				QUALITATIVE DATA			
	Q T1	Q T2	SDT T1	SDT T2	Blog	Note-book	Blog opinion	Essay - Africa
BENDINAT	42	39	41	36	40	24	31	29
TAK	20	18	20	18	16	X	X	X
VPLO	31	29	31	28	33	X	X	X

Key

QT1 – Background Information questionnaire, time 1

QT2 – Participants’ attitudes towards a transcultural approach to ELT, time 2

SDT T1 – Semantic differential test booklet, time 1

SDT T2 – Semantic differential test booklet, time 2

√ - Yes, X - No.

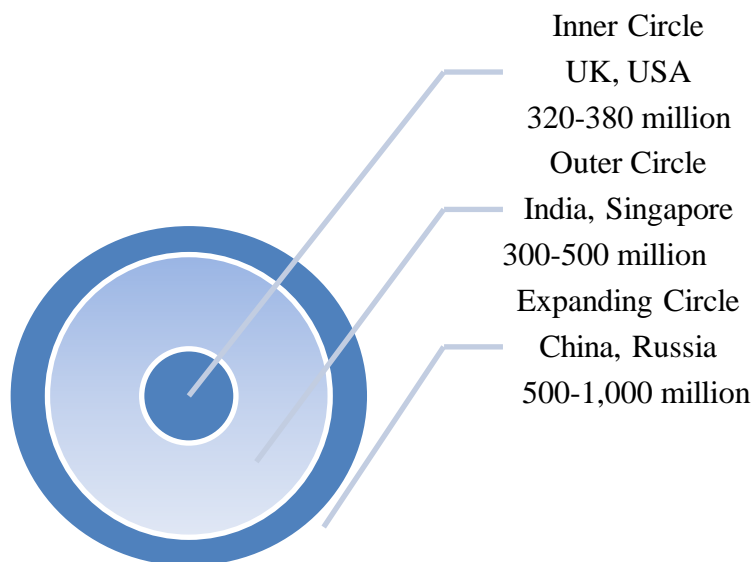


Figure 1: *Kachru’s concentric circles (Crystal, 2003: 61)*

9) Punctuation

The points and commas should be placed after the quotation marks, either double or single:

Closely tied with this trend are discussions on Learner Autonomy as defined by Little (1991: 42) as a “capacity –for detachment, critical reflection, decision making, and independent action”.

Closely tied with this trend are discussions on Learner Autonomy as defined by Little as a “capacity –for detachment, critical reflection, decision making, and independent action” (1991: 42).

If the full stop is part of the quote, you may opt to put it within the commas:

Closely tied with this trend are discussions on Learner Autonomy as defined by Little (1991: 42) as a “capacity –for detachment, critical reflection, decision making, and independent action.”

After the colon, the next word should begin with a lowercase letter, unless it is a proper noun.

The em-dash (ctrl /alt/minus symbol on numeric pad) should be used to give details about an element, while the parentheses should be used to introduce material less related to the rest of the sentence. Examples:

Everything I saw in my new neighbourhood—from the graceful elm trees to the stately buildings—reminded me of my childhood.

Punctuations ranged from 9.7 (minimal proficiency) to 18.5 (maximal proficiency).

Parentheses are also used to delimit translations of foreign terms. Please use square brackets within the parentheses if it is to indicate the date of publication of the first edition in a reference within the text (1967 [1957]). Also, use square brackets to include material that has nothing to do with the surrounding text and for phonetic transcriptions.

10) Enumeration and examples

In the case of having to list different assumptions, concepts, terms or elements of a classification in different parts of the article, we recommend that 1), 2), 3), or bullet points etc. be used. and for subsections a), b), c), etc., and leave a space between each example.

- 1) Fayard and DeSanctis (2010) identified five common practices in both blogs that led to the development of a collective identity: a) self-referring; b) building a shared history; c) expressing legitimacy; d) enacting a consistent linguistic style; and e) managing relationships.

Examples from the results of your research data should be numbered with Arabic numerals in parentheses (1,2,3, etc.) and indented one centimetre on the left only:

- (1) Last night there was a news report about the war in Zaire on TV. This/it really upset me.

Examples of minority languages should be accompanied by a gloss. Glosses should contain three lines. The first line presents the original text in italics. The second line provides the translation, word by word, in the language of the article. This line has no punctuation or emphasis, and is aligned with the previous one by means of spaces. The morphemes are separated by hyphens and the abbreviations appear in capital letters. The third line of the gloss provides a grammatically correct translation in the language of the article. If the example has two or more parts, each part will be indented as shown below, with no spacing between the examples:

- (2) a. *War-kii ma-yaad dhegeysatay?*
News-the q-you listen.tp-2sg-PAST
'Did you listen to the news?'
- b. *War-kii waa-aad dhegeysatay.*
News-the DECL-you listen-tp-2sg-PAST
'You listened to the news.'

If the examples do not follow the Latin alphabet, please provide an appropriate standard translation.

11) Notes

Notes should be avoided as far as possible and should appear at the foot of the page. In the text, they should be marked with a superscript in Arabic numerals, at the end of the sentence, and after the punctuation marks. All notes should end with a full stop, even when they are not complete sentences. They should be justified and be of size 10 font.

¹ Martínez Vázquez (2021) also reports an uneven occurrence of Spanish IC verbs in the *Corpus de Referencia del Español Actual*, with 675 tokens for *telefonar*, but only nine examples of *telegrafiar*, eight of *cartearse* and one of *faxear*, all of which are conventional verbs that have been accepted by the Royal Academy of the Spanish Language and now appear in its dictionary.

12) References

The list of references should follow the APA style guide (American Psychological Association, 7th edition), (<http://apastyle.apa.org/>) and should appear at the end of the document. Its denomination will be "REFERENCES" and not bibliography or bibliographical references. There are some minor differences between these guidelines and APA so please, be consistent with the requirements set out here for the formatting of the references, since these cannot be automatically formatted. For example, all references should be flush left.

All references inserted in the text should appear in the "REFERENCES" section and vice versa. The section "REFERENCES" should go after the conclusions - or the acknowledgments if there are any and before the appendices. References should be cited alphabetically first and then chronologically. When several works published in the same year by the same author are cited, lowercase letters will be added after the year of publication (1999a, 1999b, etc.). If the last year of publication of a work does not coincide with the first year of publication, the edition referenced will be specified in parentheses (2nd ed., 3rd ed., etc.).

The following examples illustrate the different options following the APA citation style (7th edition).

These examples are for articles written in English and encompass references from English and Spanish authors. If your article is in Spanish, please refer to the guidelines written in Spanish.

a) Artículos in journals:

Gilquin, G., Granger, S. & Paquot, M. (2007). Learner corpora: The missing link in EAP pedagogy. *Journal of English for Academic Purposes*, 6, 319-335.

Nogueira da Silva, A. M. (2010). La enseñanza de los marcadores del discurso en los manuales de ELE: el enfoque de algunos problemas lingüístico-discursivos. *RedELE*, 19, 1-24.

Include whenever possible the DOI of the article (standardized system of web citation of articles):

Green, A. (2013). Washback in language assessment. In L. Cerezo & M. Amengual (Eds.), *International Journal of English Studies*, 13(2), 39-52. doi: [10.6018/ijes.13.2.185891](https://doi.org/10.6018/ijes.13.2.185891)

b) Articles available on the Internet:

Fauconier, G. & Turner, M. (1994). Conceptual projection and middle spaces. USCD: Department of Cognitive Science Technical Report 9401. San Diego. Retrieved from <http://cogsci.ucsd.edu>

García, P. (2004). Claves interculturales en el diseño de materiales didácticos para la enseñanza de español segunda lengua, en cultura e intercultura en la enseñanza del español como lengua extranjera. Retrieved from <http://www.ub.es/filhis/culturele/pgarcia.html>

c) Books (monograph):

Blackmore, S.J. (1982). *Beyond the Body*. London: Heinemann.

McEnery, T. & Hardie, A. (2012). *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press.

Calsamiglia, H. & Tusón, A. (1999). *Las cosas del decir. Manual de análisis del discurso*. Barcelona: Ariel.

d) Books (edited volume):

Van Valin, R. D. (Ed.). (1993). *Advances in Role and Reference Grammar*. Amsterdam and Philadelphia: John Benjamins Publishing Company.

Maizal Usón, R. & Pérez Quintero, M. J. (Eds.). (2002). *New Perspectives on Predicate Argument Structure in Functional Grammar*. Berlin and New York: Mouton de Gruyter.

Bosque, I. & Demonte, V. (Eds.). (1999). *Gramática descriptiva de la lengua española, vol. 3*. Madrid: Espasa Calpe.

e) Book chapter

Celaya, M. L. (2012). I wish I were three! Learning EFL at an early age. In M. González-Davies & A. Taronna (Eds.), *New Trends in Early Foreign Language Learning: The Age Factor, CLIL and Languages in Contact. Bridging Research and Good Practices* (pp. 2-12). Cambridge: Cambridge Scholars' Publishing.

Martín Zorraquino, M. A. & Portolés, J. (1999). Los marcadores del discurso. In I. Bosque & V. Demonte (Eds.), *Gramática descriptiva de la lengua española, vol. 3* (pp. 4051-4212). Madrid: Espasa Calpe.

f) Editions different from the first

Yule, G. (1996). *The Study of Language* (2nd ed.). Cambridge: Cambridge University Press.

Martínez Celdrán, E. (1996). *El sonido de la comunicación humana. Introducción a la fonética* (2nd ed.). Barcelona: Octaedro.

g) Doctoral dissertations and Master theses:

Uriagereka, J. (1988). *On Government* (Doctoral dissertation). University of Connecticut, USA.

Giráldez Ceballos-Escalera, J. 2009. *Las colocaciones léxicas en el lenguaje jurídico del derecho civil francés*. (Doctoral dissertation). University Complutense of Madrid. Retrieved from <http://eprints.ucm.es/8061/>

h) Contributions to conferences

Young, R. F. (2000, March). *Interactional competence: challenges for validity*. Paper presented at the American Association for Applied Linguistics and the Language Testing Research Colloquium. Vancouver, British Columbia, Canada.

Fascinetto Zago, K. & Montes Miró, R. G. (2016, September). *Marcos discursivos para el cambio de código véneto-español en una interacción familiar*. Paper presented at the VIII Congreso Internacional de Adquisición del Lenguaje. Palma de Mallorca, Illes Balears, España.

i) Conference proceedings

Reed, D. J. & Halleck, G. B. (1997). Probing above the ceiling in oral interviews: what's up there? In V. Kohonen, A. Huhta, L. Kurki-Suonio, and S. Luoma (Eds.), *Current Developments and Alternatives in Language Assessment: Proceedings of LTRC 96* (pp. 225-238). Jyväskylä: University of Jyväskylä and University of Tampere.

Llamas Saíz, C. (2004). La enseñanza de los marcadores del discurso en la clase de ELE: explotación de los textos periodísticos de opinión. In H. Perdiguer & A. A. Álvarez (Coords.), *Medios de comunicación y enseñanza del español como lengua extranjera*.

Actas del XIV Congreso Internacional de ASELE (pp. 694-707). Burgos: University of Burgos.

J) Reviews

Le Nevez, A. (2010). [Review of *Towards Multilingual Education: Basque Educational Research from an International Perspective*]. *Australian Review of Applied Linguistics*, 33(2), 201-204.

If the review has its own title, it is added before the brackets.

Schatz, B. R. (2000). Learning by text or context? [Review of the book *The Social Life of Information*]. *Science*, 290, 1304.

k) Translations

Freud, S. (1961). The ego and the id. In J. Strachey (Ed. and Trans.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, vol. 19*, (pp. 3 - 66). London: Hogarth Press.

Nietzsche, F. (1969). *On the Genealogy of Morals* (W. Kaufmann & R. J. Hollingdale, Trans). New York: Random House.

l) Electronic documents

Fulcher, G. (2005, 18 November). Better communications test will silence critics. *Guardian Weekly*. Retrieved from <http://education.guardian.co.uk/tefl/story/0,5500,1645011,00.html>

ALTE (Association of language Testers in Europe) (2001). *Principles of good practice for ALTE examinations*. Retrieved from www.alte.org

Instituto Cervantes. (2014). *Corpus de aprendices de español como lengua extranjera*. Retrieved from <http://galvan.usc.es/caes>.

13) Appendices

The appendices should be used to present supplementary material, and appear after the "References" section with the titles "APPENDIX 1", "APPENDIX 2", etc. There must be a correspondence between the references made to the appendices in the article and said appendices.

14) Acknowledgments

Acknowledgments, if any, will appear immediately after the last section of the body of the article, which is usually the conclusions, and before the bibliographic references. They will not appear as footnotes, and will be headed with the title "ACKNOWLEDGMENTS". Do not include any acknowledgments before the article is accepted for its publication. This section will be added after the article has been passed on to the copy editors.

If in doubt concerning any of the author norms, please consult the APA style guide (7th edition) or contact our editorial team.