

BABEL — GUIDELINES FOR CONTRIBUTORS

Articles and Reviews

- Babel publishes general and research articles, reviews, and reports about the teaching of languages at primary, secondary, and tertiary level.
- Articles should normally be between 2000 and 5000 words.
- Reports and reviews are more likely to be between 1000 and 2000 words.
- Microsoft Word in a PC format is preferred (.doc/.docx) or Rich Text Format (.rtf).
- Authors should include their name, title, work location, postal and e-mail addresses, and fax and telephone numbers on a separate cover sheet. As all contributions are anonymously peer reviewed, authors should remove any identifying information from their text (e.g. name in footers and headers) and, if necessary, refer to themselves in the Reference list only as Author.
- Submissions will include an Abstract of between 150-200 words and a list of Key Word descriptors.
- Any pictures, graphics, graphs or other forms of illustrations should be of a good quality and submitted separately as JPEG files. They should fit onto A4-size paper.
- An electronic copy of the contribution should be sent to the Editor at: editor@afmlta.asn.au

Review procedures

- Contributions are acknowledged within two weeks of being received by the Editor , together with notification of the decision to submit the article to review or not.
- All contributions are submitted for review by two referees.
- Within three months of acceptance for review, authors will receive copies of reviews and notification of the Editor's decision to accept or reject the piece, or to suggest it be revised/re-written and re-submitted.
- Authors of a published article receive three complimentary copies of the issue in which their article appears.

Stylesheet

Please take particular note of the following style guidelines.

In-text references

- References in the text follow the author-date style:
Eltis and Cooney (1983) found...
...the resemblance of Ancient Greek myths to Australian Aboriginal story telling (Sophocleous, 1999).
- Multiple references are separated as follows:
...(Jones, 2005; Simpson & Ling, 1998)...
- More than two authors names are separated as follows:
...(Scarino, Vale, McKay, & Clark, 1988)...
- In referencing multiple-authored works in the body of the text *and* is used:
Scarino, Vale, McKay, and Clark (1988) wrote...

Page references

- Page references are used both when an idea is referred to and for direct quotations. They follow this format:
...(Holden, 1981, p. 1)...
- If a work is referenced in a paragraph and then followed later by a direct quote, a page reference is sufficient:
Holden (1981) describes the use of theatre in the French classroom...referring to classroom activities 'where the focus is on doing rather than on the presentation' (p. 8).

Direct quotations

- Direct quotations are enclosed in single quotation marks, except for quotations within quotations.
- Quotations which exceed 50 words should be placed in a separate paragraph, indented and italicised.

Translations

- Translations of quotations should follow directly in square brackets.

Reference lists

- References are placed in an alphabetical list at the end of the article using the author-date style. Please note carefully the formatting below:

Books:

Pennycook, A. 2001. *Critical applied linguistics. A critical introduction*. Mahwah, N.J.: Lawrence Erlbaum Associates.

Richards, J. C. & Renandya, W. A. 2002. *Methodology in language teaching. An anthology of current practice*. Cambridge: Cambridge University Press.

Articles:

Moss, P. 2001. Educational standards, assessment, and the search for consensus. *American Educational Research Journal*, 38, 1, 37-70.

Sfard, A. & Prusak, A. 2005. Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, 34, 4, 14-22.

Book chapters:

Kramsch, C. 2000. Social discursive constructions of self in L2 learning. In J.P. Lantolf (Ed.), *Sociocultural theory and second language learning*, 133-153. Oxford: Oxford University Press.

Liddicoat, A. J. 2005. Teaching languages for intercultural communication. In D. Cunningham & A. Hatoss (Eds), *An international perspective on language policies, practices and proficiencies*, 201-214. Belgrave, VIC: Fédération Internationale des Professeurs de Langues Vivantes (FIPLV).

Webpages:

Phin, D. Making a drama out of a lesson. *Learning and Teaching Scotland*. Retrieved 30 October 2006 from <http://www.ltscotland.org.uk/mfle/creativeteaching/drama.asp>

Style issues

- Dates thus: 28 September 2008
- Use *-ise* and *-isation* NOT *-ize* and *-ization* (organise and organisation NOT organize and organization)
- Abbreviations and acronyms need to be fully explained on first usage
- Male pronouns and nouns are not used to refer to both people of either sex
- Numbers above twenty are written as numerals.
- % not *per cent* in the text
- For any spelling queries, please refer to the Macquarie Australian English dictionary (4th edition)
- FONT: Times or Courier are preferred.
- LINE SPACING: 1.5
- SINGLE SPACE (NOT DOUBLE) BETWEEN SENTENCES.
- HEADINGS:
 - **LEVEL ONE** — bold caps
 - **Level two** — bold lower case (no caps)
 - Level three — normal lower case (no caps)
 - *Level four* — italic lower case (no caps)
- BULLET POINTS:
 - if points are phrases or incomplete sentences: no initial cap, no punctuation at the end of each point (i.e. no semi-colons and no penultimate 'and'), full stop at very end.
 - if points are sentences: initial caps and full stops for each point.
- DASHES:
 - (-) HYPHENS: normal usage in text
 - (—) EM-RULES: used in the same way as brackets
 - (-) EN-RULES: used between numbers, especially in references.
- FOOTNOTES: no footnotes; if information is important, work it into the text.