



INSTRUCTIONS TO AUTHORS

The *International Journal of English Studies (IJES)*, published by the University of Murcia, Spain, is a blind peer-reviewed journal which seeks to reflect developments in the general field of English Studies: English Language and Linguistics, Applied English Linguistics, Literature in English and Culture of the English-speaking countries. This journal attracts contributions from both nationally and internationally acclaimed scholars.

IJES is published in two different formats: open issues (June issues) and monographs (December issues), both related to any of the aforementioned areas.

The board of referees (<http://www.um.es/ijes/board.php>) is composed of well-known experts in all the areas from English Studies. The blind peer-review process takes up to four months' time approximately.

I. GENERAL GUIDELINES

1. Proposals must be submitted through the Open Journal System (OJS) at <http://revistas.um.es/index/login>
After logging in as an "author", you will receive your password and be able to enter the system, select the *International Journal of English Studies*, then "start a new submission", and follow the instructions.
2. Submission of an article requires the assurance that it is an original work which has not been published previously and is not currently being considered for publication elsewhere.
3. Authors give the copyright to the publisher upon acceptance. Authors are also expected to take responsibility for obtaining permission to reproduce any illustrations, tables, etc. from other publishers.
4. The articles, whether empirical, theoretical or practical-critical, should address an important problem or issue in the field of English Studies (theory, research or pedagogy) and not exceed 8,000 words.
5. The articles should be grounded in appropriate theory/existing knowledge.
6. The articles should provide evidence of a competent and critical review of the relevant literature.
7. Theoretical papers should present clear, logical, well-supported claims and reasonable conclusions.

8. Types of articles considered for publication:
 - 8.1. Empirical articles, which should (i) be based on data which has been collected and analyzed in a rigorous and well-designed investigation; (ii) offer conclusions supported by the study's findings and (iii) be structured in the conventional manner: Introduction; Method (in sufficient detail to allow replication); Results; Discussion (avoiding a recapitulation of points already made) and Conclusions (related solely to the paper).
 - 8.2. Critical analysis of particular issues/texts, which should (i) show a firm command of both the relevant critical theory and apparatus/i being applied; (ii) reach interesting and insightful interpretative decisions concerning the text analysed and/or (iii) include interesting and insightful reflections concerning the theory and/or method of analysis adopted.
9. The author's writing style should be appropriate, academic and clear.
10. Authors are responsible for submitting their articles following the guidelines described below in section II. Otherwise the articles will be immediately returned to their authors and will not be sent to the blind peer reviewers until compliance with the guidelines is satisfactory.
11. Copies: all author(s) will receive a free printed copy of the Journal.

II. STYLESHEET GUIDELINES

II.1. Article Length

Articles should be between 6,000 and 8,000 words in length including all documents (abstract, keywords, tables, illustrations, acknowledgements, notes and references as well as text). Please indicate a word count.

II.2. Language

II.2.1. Articles must be written in English. The authors themselves are responsible for delivering their paper in good English.

II.2.2. Sexist language and idiomatic use of language should be avoided.

II.2.3. Spelling, capitalization and punctuation should be consistent within each article.

II.2.4. During the refereeing process authors should refer to their previous publications in the *third person*- not "as I stated in ..." but "as X noted ...".

II.2.5. Short and/or telegraph-style sections and/or paragraphs should be avoided.

II.3. Article Format and Style

Contributors must submit an electronic copy of their article (MS Word).

II.3.1. Articles should be justified on both sides. Leave a 2.54 cm margin on all sides. Pages should be consecutively numbered (bottom centre). For the main body of the text a 1.3 space should be used. The abstracts, keywords, acknowledgement, notes, tables, references and appendices should be typed single-spaced. Indent the first line of each paragraph (1 cm) except for the first line of text in each section and subsection.

II.3.2. Each article should be supplied with two abstracts (no more than 150 words in length). The first one should be written in the language of the article (English), and the second one in Spanish. Below each abstract there should be a list of a maximum of 10 keywords or phrases in their respective languages.

II.3.3. Elements of the article should be arranged as follows: title (written in bold type, capitalized and centred), author's full name (plus affiliation, mailing address, telephone and fax numbers, and e-mail address), abstract, keywords, text, acknowledgements, notes, references, and appendices if any. Reviewers will receive the article without personal data to guarantee objective and independent evaluation.

II.3.4. Reports of empirical work should be structured conventionally: Introduction (including where appropriate a brief review of significant related work); Method (in sufficient detail to allow the study to be replicated); Results (only the most important results should be included); Discussion (avoiding a simple recapitulation of points already made); and Conclusions (related solely to the paper).

II.3.5. *Main text*

Please, use the font Times New Roman (size 12).

II.3.5.a. *Headings and subheadings*

Up to four levels of headings are permissible. Please follow this style:

LEVEL 1: **1. ARABIC NUMBERS, ALL CAPITALIZED, BOLD.**

Level 2: **1.1. Arabic number + Arabic number, bold.**

Level 3: **1.1.1. Arabic number + Arabic numbers, bold and italics.**

Level 4: **1.1.1.a. Arabic number + Arabic numbers + letter, italics.**

Two 12-size double spaces should be left between different sections and one 12-size double space between subsections. The text of each section or subsection until the second level should be separated by a blank 8-size space from its corresponding heading; texts belonging to levels three and four should not be spaced from their headings.

II.3.5.b. *Bibliographical citations in the text*

Bibliographical citations in the text must include the author's last name, year of publication and page references if applicable. Examples of correct styling for bibliographical citations are:

- Boughey (1997) / (Boughey, 1997) / Boughey (1998: 130) / (Boughey, 1998: 130).
- Connor and Kaplan (1987) / (Connor & Kaplan, 1987). Notice that when a reference is enclosed completely within parentheses the ampersand (&) is to be used instead of the word *and*. However, *and* is to be used outside the parenthesis.
- If more than one, citations should be listed in alphabetical order. Example: (Carson & Nelson, 1996; Cohen & Cavalcanti, 1990; Ferris, 1995; Hyland, 1990).

II.3.5.c. *Quotations*

Quotations exceeding 100 words must be single-spaced and separated by a two-space gap from the main body of the text, indented from the left-hand margin (2 cms) and typed in size 11. If not indicated in the main text, after the quotation indicate the author's last name, date of publication and page numbers in brackets. When shorter, double quotation marks ("...") must be used and be inserted in the main text. Special care must be taken to reproduce the originals exactly; any deliberate alterations must be indicated.

II.3.5.d. *Punctuation marks*

All punctuation marks (commas, semicolons, full stops) must follow any other text marks such as quotation marks (inverted commas) or (foot/end-)note numbering. For instance: "example", example"; "example". And also: example⁷, example⁷; example⁷.

If dashes are used instead of round brackets (in parentheses), they should appear immediately next to the beginning/ending word (with no space in-between), except at the end of a sentence preceding a full stop: this is just an example to –try to– illustrate this instruction. And: this is just another example to illustrate this instruction –or at least to try to.

II.3.6. *Notes*

They should follow the body of the text and be numbered consecutively throughout the text giving clear superscript numbers in the appropriate places. They should be typed in size 11. Notes should be avoided whenever this is reasonably possible. Please do not use the Word option for "notes at the end of the document"; instead, insert each note manually, both in the body of the text and in the Notes section.

II.3.7. *List of references*

This section should include the complete bibliographic information (*et al* must be avoided) of all the works cited and quoted in the text. Please follow the model given below paying special attention to punctuation, capitalization, spacing and indentation:

References should conform to the American Psychological Association (APA) style guide, 6th edition (<http://apastyle.apa.org/>). Authors should verify that the list of references at the end of their work coincides exactly with the works mentioned in the main text.

References are to be presented in size 11, with a hanging indent (1 cm) and should be alphabetically arranged according to author's surname followed by the first letter of the author's/authors' Christian name. If several works by the same author are included in the text, his/her full surname and initial letter of his/her Christian name should always be indicated. For example:

Biber, D. (1989). A typology of English texts. *Linguistics*, 27, 3-43.

Biber, D. (1993). Representativeness in corpus design. *Literary and Linguistic Computing*, (8)4, 243-257.

Examples of works referenced following the APA style guide and with hanging indentation are listed below:

a) *Journal Article*

[Please note that the number of the issue appears in italics]

Cantos, P., & Sánchez, A. (2001). Lexical Constellations: What Collocates Fail to Tell. *International Journal of Corpus Linguistics*, 6(2), 199-228.

Cutillas, J. A. & Hernández Campoy, J. M. (2006). Nonresponsive performance in radio broadcasting. A case study. *Language Variation and Change*, 13, 317-330.

Hernández Campoy, J. M. (2008). Overt and covert prestige in Late Middle English: A case study in East Anglia. *Folia Linguistica*, 9, 1-26.

b) *Book*

Almela, M. (2006). *From Words to Lexical Units: a Corpus-Driven Account of Collocation and Idiomatic Patterning in English and English-Spanish*. Frankfurt am Main: Peter Lang.

Criado, R. (2010). *Activity Sequencing in Foreign Language Teaching Textbooks. A Cognitive and Communicative Processes-Based Perspective*. Saarbrücken, Germany: LAP Lambert Academic Publishing GmbH & Co. KG.

Walton, D. (2008). *Introducing Cultural Studies: Learning through Practice*. Los Angeles: SAGE.

c) *Edited book*

Cantos-Gómez, P. & Sánchez, A. (Eds.). (2009). *A Survey of Corpus-based Research / Panorama de investigaciones basadas en corpus*. Murcia: Asociación Española de Lingüística de Corpus.

Manchón-Ruiz, R. M. (Ed.). (2009). *Writing in Foreign Language Contexts. Learning, Teaching and Research*. Buffalo: Multilingual Matters.

Pérez-Guerra, J., González-Álvarez, D., Bueno-Alonso, J. L., & Rama-Martínez, E. (Eds.). (2007). *Of Varying Language and Opposing Creed: New Insights into Late Modern English*. Bern: Peter Lang.

d) *Book chapter*

Conde Silvestre, J. C. (2007). Verbal confrontation and the uses of direct speech in some old English poetic hagiographies. In I. Moskowich-Spiegel Fandiño & B. Crespo (Eds.), *Bells Chiming From the Past. Cultural and Linguistic Studies on Early English* (pp. 215-230). Amsterdam: Rodopi.

Monroy, R. (2010). The teachability-intelligibility issue: vowel length in GlobEnglish. In C. Gagliardi, C. & A. Maley (Eds.), *EIL, ELF, Global English: Teaching and Learning Issues*. Linguistic Insights (Vol. 96) (pp. 115-127). Frankfurt and Main: Verlag Peter Lang.

Pujante, A. L. (2008). The Spanish Shakespeare Canon Up to 1916. In M. Procházka & J. Čermák (Eds.), *Shakespeare between the Middle Ages and Modernism: From Translator's Art to Academic Discourse* (pp. 142-152). Prague: Charles University. Prague.

Vázquez, N. (2009). Modal verbs in Early Modern English Recipes. In A. Sánchez & M. Almela (Eds.), *A Mosaic of Corpus Linguistics. Selected Approaches* (pp. 237-247). Frankfurt am Main: Peter Lang.

e) *Edition other than the first*

Sinclair, J. M. (1999). *Corpus, Concordance, Collocation*. (3rd ed.). Oxford: Oxford University Press.

f) *Multivolume work*

Hinkel, E. (Ed.). (2005). *Handbook of research in second language teaching and learning* (Vols. 1-2). Mahwah, N.J.: L. Erlbaum Associates.

g) *Abstract*

Ullman, M. T., Estabrooke, I. V., Steinhauer, K., Brovetto, C., Pancheva, R. Ozawa, K., *et al.* (2002). Sex differences in the neurocognition of language. [Abstract]. *Brain and Language*, 83, 141-143.

h) *Doctoral Dissertation*

Walton, D. (1997). *Mail bondage. Sentencing Wilde between the sheets: An epistemology of the epistolary (an architectonic rhapsody)*. Unpublished Doctoral Dissertation, University of Murcia, Spain.

i) Proceedings

Sánchez, A., Cantos, P. & Almela, M. (2007). Lexical Constellations and the Structure of Meaning: A Prototype Application to WSD. In A. Gelbukh (Ed.), *Computational Linguistics and Intelligent Text Processing. 8th International Conference, CICLing 2007, Mexico City* (pp. 275-287). Berlin: Springer Verlag.

Martínez-Lorente, J. & Pujante, A.L. (2000). Mundos diatópicos y narrativa utópica: modelo social y conflicto humano en *We, Brave New World y 1984*. In *Selected papers in language, literature and culture. Proceedings of the 17th International Conference of AEDEAN*, 383-87.

j) Book Review

Hernández-Campoy, J. M. (2000). Review of C. Silva-Corvalán (Ed.) (1995) *Spanish in four continents: Studies in language contact and bilingualism*. Washington, DC: Georgetown University Press. *International Journal of Applied Linguistics (InJAL)*, 10(1), 141-145.

Conde Silvestre, J. C. (2008). Review of Jeremy Smith (2007). *Sound change and the history of English*. Oxford University Press. *SELIM*, 15, 151-156.

k) Conference paper

Gregor, K. (2000). *The torch and the marriage bed, or getting a grip on Cuchulain: The politics of Yeats's On Baile's Strand*. Paper presented at ESSE 5. University of Helsinki, Finland, August.

Lee, N., & Schumann, J. H. (2005). The interactional instinct: The evolution and acquisition of language. Paper presented at the *Congress of the International Association for Applied Linguistics*. Madison, Wisconsin, August, 24-29.

l) Translation

Littlewood, A. (1996). *La enseñanza comunicativa de idiomas*. (F. García-Clemente, Trans.) Madrid: Cambridge University Press (Original work published 1981).

m) Electronic document

- Article with DOI (Digital Object Identifier) assigned

Mollin, S. (2009). Combining corpus linguistics and psychological data on word co-occurrences: Corpus collocates versus word associations. *Corpus Linguistics & Linguistic Theory*, 5(2), 175-200. doi: 10.1515/CLLT.2009.008

- Others

Renouf, A., Kehoe, A., & Banerjee, J. (2005). The WebCorp Search Engine: a holistic approach to web text search. *Proceedings from Corpus Linguistics 2005 Conference*. Retrieved from <http://www.corpus.bham.ac.uk/pclc/#corpora>

II.3.8. Appendices

Include the appendices starting on a separate page following the list of references. Each appendix should be typed in size 11 and labelled with numbers or letters and titled. If only one appendix is used, no identifying letter or number is required.

II.3.9. Tables, figures and graphs

Tables and figures should preferably be included in the main text. Should this not be possible, high-quality originals should be submitted in separate files and their position in the main text clearly specified, as in “Insert Table 1 here”. In empirical studies the following information should be presented: (i) graphs and charts that explain the results; and (ii) complete source tables for statistical tests, when appropriate.