

LEARNING FROM THE CLASSROOM STYLE GUIDE

Notes for contributors and peer reviewers

Submission

Prospective contributions should be sent to the Editor(s) of the *Learning from the classroom* section electronically, in MS WORD format. Articles will be up to 2500 words in length.

Layout

Contributions should normally be presented in Calibri font size 11, double spaced, with wide margins.

Website layout

The article will be published as a post on ALL's website under the Learning from the Classroom tab. All articles will be introduced with a brief key message as a hook to the reader. All contributors should provide a short quote / key message from their article as way of introduction.

General policy on presentation

The target audience of the *Learning from the classroom* section consists first and foremost of busy practising teachers across all educational sectors. Material published should therefore be expressed in accessible modern idiom, free of jargon other than that familiar to language teachers, and not abstruse or excessively theoretical. Contributions, whilst academically rigorous, should be presented without unnecessary use of academic paraphernalia. They must nevertheless maintain high standards of accuracy in quotations and references, they must be consistent in their presentation, and they must adhere closely to ALL style guidelines.

Titles

- Titles of all articles should begin with a capital letter. All following words should be in lower case unless a particular word demands capitalisation, e.g.

State lower secondary schools in France

- Titles should be in bold, left aligned and in font size 16.
- Articles in the *Learning from the classroom* section should have only one title.

Authors

- The title of the article should be followed by a line space, then the name of the author (font size 14) and the name of his/her institution or place of residence (font size 12), both also left aligned, e.g.:

Lisa Stevens
Whitehouse Common Primary School, Sutton Coldfield

- If there is more than one author and institution, list them one below the other, e.g.:

María Fernández-Toro
University of Newcastle upon Tyne
Carol Gray

University of Birmingham

- The author's email address should be placed **at the end of the article, but before any References, Notes, Appendices or worksheets**, left aligned and bold under the heading, e.g. `example@all-languages.org.uk`

Address for correspondence:
editor@all-languages.org.

Headings

These should be left aligned, capitalised and bold, followed by a line space, e.g.:

INTRODUCTION

Sub-headings should be left aligned, in lower case and bold, e.g.:

The first example

Paragraphs

New paragraphs should be preceded by a line space but **not** indented.

There should be no line space before the opening paragraph of a section or sub-section.

American Usage

US spellings may be retained when a contribution originates from the USA or another country where they are the norm. American vocabulary can also be kept where it is widely known and unambiguous, e.g. sidewalk or gasoline. This allows the contribution to remain authentic. Do not mix US and UK spellings. Go either for –ize/ization or –ise/isation: never mix the two.

Less familiar American vocabulary should be replaced by UK equivalents. Specialist terminology relating to educational institutions or practices specific to the USA or another country should either be replaced or explained or 'translated' in brackets or a (foot)note.

Emphasis

Do not use underlining. See section on ITALICS below.

Italics

- Book/film/poem/magazine/newspaper titles should be italicised. A capital letter is used for the first word and every *significant* word in such titles (i.e. not 'the', 'of', 'and' or 'in' unless it is the first word). E.g.: *The Silence of the Lambs*.
- Italics should also be used for emphasis, rather than underlining or bold.
- Foreign words (including Latin tags) in an English text are italicised - as against direct quotations from foreign sources, which appear like all other quotations in single commas, e.g.:
Goethe's line 'Wie froh fühl ich mich in Rom' demonstrates a *joie de vivre* which...

Dates

- Dates should be written as 12 September 2003, *not* 12th September 2003.
- Reference to particular centuries should be written as follows: 16th century; but century is hyphenated if adjectival, e.g. 16th-century history.
- The name of periods in history or cultural movements should begin with capital letters: Golden Age, Renaissance, Information Age, Romanticism.
- A span of dates in the same century should be written as follows: the war of 1914-18, the German Federation (1815-66).

For dates in references/bibliography, please see **REFERENCES** below.

Numbers

- In the text (as against (foot)notes) numbers from 1-10 should be written out in full. Larger numbers should be written in digits.
- Numbers of ten thousand or more should be written with a comma or commas, e.g. 10,000.
- Very large numbers should be written in units of millions or billions, e.g. 1.5 million.
- A sentence should never begin with a digit; the number should be written in full or the sentence re-written.
- Fractions should be written without hyphens, e.g. one third.
- Percentages should be written as figures, e.g. 27%.

Note: The word *percentage*, not *percent*, is used when no number is given.

- Page numbers should be written as follows:

- 178-9
- 178-82
- 178-282

- The following are commonly used:

- Year 7 (capitalised)
- 1.5 hours
- 14-year-old
- Key Stage 2 (or KS2)

Lists

Numbered lists:

1. Items in numbered lists should begin with a capital letter, with a full stop after each point.
2. Numbered lists should use Arabic numerals and only resort to Roman numerals in sub-lists when a, b, c etc is inappropriate.

Bulleted Lists:

- bulleted lists should begin with a lower case letter;
- have a semicolon at the end of each point;
- and a full stop at the end of the list.

URLs and email addresses

References to internet sites and to email addresses are now very common in articles. URLs should be kept as short as possible. Please avoid interminable URLs referring to individual web pages - such references are unsightly and are liable to become dated or inaccessible very quickly. It is better simply to give the URL for a home page and indicate the links which the reader might follow or suggest the part of the website which might be relevant. Readers can then navigate for themselves. E.g.: 'See the Publications section of the website of the Association for Language Learning, www.all-languages.org.uk'. Alternatively, you may create a 'tiny URL' (see <http://tiny.cc/>).

(Foot)notes

- Notes should be inserted automatically via the WORD Reference facility, **not** keyed (typed) separately. Only Notes inserted by the WORD facility can be moved or re-numbered by the General Editor and/or the typesetter easily and quickly at later stages in the editorial process. Go to Insert, click Reference, then click Footnote and make the appropriate choices.
- **NB:** Notes in the *Learning from the classroom* section are endnotes, i.e. they appear as a block at the end of the contribution and **not** as footnotes running at the foot of the page throughout the article. The WORD Reference facility allows automatic conversion of a set of footnotes to endnotes.

- Notes should be kept to a minimum. Where possible, e.g. with references to a previously cited book or text, or with two or three words of explanation, use parenthesis within the text instead. If there are only one or two notes with a whole article, it is neater and more reader-friendly to use asterisk(s) and footnote(s) at the bottom of the relevant page than to create a section of numbered endnotes on the final page.
- Footnote numbers in the body of the text almost invariably appear **after** punctuation, e.g.: ‘As pointed out in 2000 by Bloggs and Bloggs,² grammatical accuracy is...’.
- A note which is background information by the editor, and not text written by the author as an integral part of the article, may be conveniently inserted as a footnote at the bottom of the first page and linked to the title or author’s name by asterisk. E.g.: ‘*This article was previously published in longer form and in French in *Le Monde*’.
- For information on setting out notes, see below.

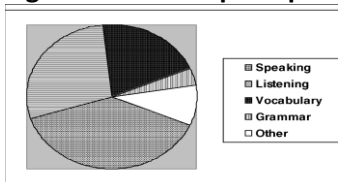
Quotations

- Quotations should be in single quotation marks.
- A quotation within a quotation should have double quotation marks.
- Quotations running to more than two lines are indented and do not need quotation marks.
- Foreign language quotations in an English text should be in single quotation marks. *Within* foreign quotations the punctuation system of the target language should be adopted, e.g. in German: ‘Beispiele dieser „Verfremdung“ sind bei Brecht...’. The same applies in reverse to English quotations within a foreign text.
- The text of all poems, including single lines, should be indented.
- Omissions in a quotation should be indicated by three dots enclosed in square brackets, e.g. ‘The first sentence [...] ends in a verb.’

Tables & figures

- All tables and figures should be numbered and have a title beginning with a capital letter:
Table 1: Immigration in France
Figure 2: Students’ perception of the importance of paratextual features
- Tables appearing in the appendix should be numbered differently from those appearing in the text:
Table A1: Smokers and non-smokers, by sex
- The word ‘figure’ should not be abbreviated to Fig. when referred to within the article.
- A key or scale should be within or beside a figure:

Figure 2: Student perceptions of linguistic benefits of FL film viewing



- All previously published tables, figures or illustrations should have the original source cited below the table, figure or illustration.

Standard forms of commonly used educational terms

- primary school/secondary school/college etc. (no caps, unless the institution is named), e.g. ‘secondary schools such as Bogstandard College, Blairsville’
- specialist language(s) colleges (no caps, unless institution is named)
- modern foreign languages/MFL – but **avoid the term where possible**, and say only ‘languages’ or, if clarification is needed, ‘modern languages’ or ‘foreign languages’
- The names of languages should always have a capital letter, but school subjects are not capitalised unless they happen to be the names of languages, e.g. ‘geography and French were taught’

- advanced level/A Level
- degree level
- GCSE
- OFSTED
- INSET
- GCSE boards (unless board is named)
- government / parliament (lower case unless referring to a particular government or parliament, e.g. government always seeks to...', but 'the Labour Government of 1945-50 sought to...')
- term (not capitalised)
- higher education/HE
- higher education institution/HEI
- local education authority/LEA
- education departments
- qualified teacher status/QTS
- newly qualified teacher/NQT
- initial teacher training/ITT
- National Curriculum
- foundation/higher tier
- level 1
- Year 12
- foreign language assistants/FLA/FLAs
- Direct Method/Natural Approach etc.
- Beginners French (no apostrophe)
- KS2 Framework for Languages (capitalised)
- Primary Languages Strategy (capitalised)

Standard forms of general terms

- CD-Rom/s
- e.g.
- i.e.
- internet (not capitalised)
- email (not capitalised or hyphenated)
- web/website, web page
- online
- UK/USA
- spring/summer/autumn/winter (lower case)
- south of England (general geographical reference), but North-East, South West (specific title for a recognised region)
- 13-year-old (hyphenated twice)
- the 1970s (no apostrophe)

References (bibliography) and (foot)notes

These sections, if necessary at all, appear at the end of the contribution but normally before any appendices, illustrative worksheets etc. In the *Learning from the classroom* section any list of books consulted is headed REFERENCES (not Bibliography), although in contributions in another language it may be entitled BIBLIOGRAPHIE or some other term such as TESTI CITATI. The NOTES section consists of footnotes to the text, either giving a precise reference for a source or quotation mentioned in the text or providing information incidental to the main argument but **still relevant**. The REFERENCES section precedes the NOTES.

References

- A REFERENCES section, if necessary, should be a short list of titles directly relevant to the subject, not an exhaustive record of everything published on or around it. Unpublished dissertations and other inaccessible items must not be listed. Any publications mentioned repeatedly in the article must be included.
- REFERENCES sections should list items in alphabetical order according to author's surname.
- There are no full stops at the end of entries in the REFERENCES section.
- Entries relating to books in the REFERENCES section are set out as follows: Author's surname, comma, author's initial(s) followed by full stop, year of publication in brackets, title of book in italics exactly as in published title, full stop, place of publication followed by colon, name of publisher. E.g: Fusini, N. (1981) *La passione dell'origine*. Bari: Dedalo Libri
- Entries relating to articles in journals are set out as follows: Author's surname, comma, author's initial(s) followed by full stop, year of publication in brackets, title of article in single inverted commas, comma, title of journal in italics, comma, volume number of journal, pages on which article appears (not preceded by pp.). E.g.: Timm, L. (1975) 'Spanish-English code-switching', *Romance Philology*, 28, 473-82
- Entries relating to chapters in edited books are set out as follows: Author's surname, comma, author's initial(s) followed by full stop, year of publication in brackets, title of contribution in single inverted commas, comma, in, title of book in italics exactly as in published title, in ed., editor's initial(s) followed by full stop, editor's surname plus full stop, place of publication followed by colon, name of publisher, pp. and appropriate page numbers. E.g: Cortelazzo, M. (1994) 'Il parlato giovanile', in *Storia della lingua italiana*, ed. L. Serianni. Torini: Einaudi, pp. 291-317
- The names of two joint authors or editors should be linked simply by 'and'. In cases of multiple authorship *et al.* can be used, e.g. Higgins, J. *et al.* (1998)
- See above under **NUMBERS** for conventions in setting out page numbers of articles or chapters.

Notes

- All notes end with a full stop.
- References in the NOTES section to published sources should normally follow the system outlined above for the REFERENCES section, e.g.: Fusini, N. (1981) *La passione dell'origine*. Bari: Dedalo Libri, p. 26.
- *op. cit.* can be used where a source previously quoted is referred to again, e.g.: Fusini, *op. cit.*, p. 34. - but remember that this can often be done more economically in brackets within the text, e.g. Fusini (1981: 34). *ibid.* can appear archaic and is best avoided. If it must be used, it is reserved for cases where the identical source has been named in the immediately preceding note.
- References to sources should be in the most concise form consistent with allowing the reader to locate the source if necessary.
- In general notes should avoid pedantry and pretension. They are not an excuse for the author to show off his or her wide reading or give barely relevant tangential information.

For more detailed advice, please consult the [Modern Humanities Research Association Style Guide](#).

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