

## STYLE GUIDE FOR THE AUTHORS

Authors are requested to submit manuscripts formatted in APA style (*American Psychological Association*, 6th ed.).

All manuscripts must include an abstract in English (maximum of 250 words). After the abstract please provide keywords.

Main text: 12 Times New Roman

Long citations (more than 40 words): 10 Times New Roman, indent by 1 tab either side, one empty line above and below, no quotation marks.

1.5 spacing

### APA headings

Level	Format
1	<b>Centered, Boldface, Uppercase and Lowercase Heading</b>
2	<b>Left-aligned, Boldface, Uppercase and Lowercase Heading</b>
3	<b>Indented, boldface, lowercase heading with a period.</b> Begin body text after the period.
4	<b><i>Indented, boldface, italicized, lowercase heading with a period.</i></b> Begin body text after the period.
5	<i>Indented, italicized, lowercase heading with a period.</i> Begin body text after the period.

### In-text citations (examples):

#### Author's name and date in brackets:

The experience of critical incidents and effective reflection upon them allows teachers to control their classroom actions more consciously and create critical events (CE's), which were described earlier as intended, planned and controlled (Woods, 1993).

Woods (1993) believes that critical events are structured and occur in well-defined staged of conceptualization . . .

#### Two authors:

(Ballantyne & Packer, 1995)

As Ballantyne and Packer (1995) demonstrate ...

#### Three authors:

(Barker, Callahan, & Ferreira, 2009)

#### Subsequent use:

(Barker et al., 2009)

#### Six authors or more:

Lorenz et al. (1998) argued...

(Lorenz et al., 1998)

#### Authors whose last names are the same:

(D. Francis, 1985; H. Francis, 2004)

**Online sources (unpaginated), provide paragraph or section title instead:**

(Peterson & Clark, 1978, para. 4)

(Moss, Springer, & Dehr, 2008, Discussion section, para. 1)

**No author, provide shortened title:**

("Primary Teachers Talking," 2007)

(*Reflective Practice*, 2005, pp. 12–25)

**Secondary citations:**

Smith (as cited in Maxx & Meyer, 2000) noted that "there is . . . ."

**Citation within citation:**

As it has been noted that "there is no relevance . . . (Smith, 2005)" (Maxx & Meyer, 2000, p. 129).

**& vs. and:**

As Smithson and Stones (1999) demonstrated. . .

. . . as has been shown (Smithson & Stones, 1999) . . .

## References

### Selected examples (for more consult APA manual):

**Book, one author:**

Goldberg, A. (2006). *Constructions at work*. Oxford: Oxford University Press.

**Book, two authors and more:**

Jarvis, S., & Pavlenko, A. (2008). *Crosslinguistic influence in language cognition*. London: Routledge.

**Translated book:**

Freud, S. (1960). *Jokes and their relation to the unconscious*. (J. Strachey, Trans.). London, England: Routledge & K. Paul. (Original work published 1905).

**Edited book:**

Flowerdew, J., Brock, M., & Hsia, S. (Eds.). (1992). *Second language teacher education*. Hong Kong: City Polytechnic of Hong Kong.

**Chapter in an edited book:**

Goldberg, A., & Casenhiser, D. (2008). Construction learning and second language acquisition. In P. Robinson & N. C. Ellis (Eds.), *Handbook of cognitive linguistics and second language acquisition* (pp. 197–215). New York and London: Routledge.

**Article in a journal:**

Hammarberg, B. (2010). The languages of the multilingual. Some conceptual and terminological issues. *International Review of Applied Linguistics in Language Teaching*, 48, 91–104.

**Article online:**

Tully, K., & Bolshakov, V. Y. (2010). Emotional enhancement of memory: How norepinephrine enables synaptic plasticity. *Molecular Brain*, 13 May. Retrieved from: <http://www.molecularbrain.com/content/>

---

Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology, 99*(2), 274–284. <https://doi.org/10.1037/0022-0663.99.2.274>

**Magazines online:**

Miller, G. (2014, September 4). Cinematic cuts exploit how your brain edits what you see. *Wired*. Retrieved from: <http://wired.com/>

Smith, A. (2007, June 12). Dying languages. *The Western Star*. Retrieved from: <http://www.thewesternstar.com/>

**Blog:**

Palmer, P. (2001). Now I become myself. *Yes Magazine*, blog post, 31 May. Retrieved from: <http://www.yesmagazine.org/issues/working-for-life/now-i-become-myself>

**E-books:**

Bolande, V. U. (1981). *On the psychology of humor*. Retrieved from: <http://www.uflib.ufl.edu/ufdc/UFDC.aspx?n=palmm&c=psal&m=hd2J&i=45367>

**Conference proceedings:**

Souleles, N., & Pillar, C. (Eds.). (2014). Proceedings from the *First International Conference on the Use of iPads in Higher Education*. Paphos: Cyprus University of Technology.

**Doctoral dissertation:**

Churchwell, J. (2005). Becoming an academic: Factors that influence a graduate student's identity commitment (Doctoral dissertation). University of Michigan, Ann Arbor, MI.

Reachel, L. H. (2001). *Native languages and toponyms: Origins, meaning, and use* (Doctoral dissertation). Available from ProQuest dissertation and theses database. (Document ID 1964749161).