

# SELECTED PAPERS FROM THE 23<sup>rd</sup> INTERNATIONAL SYMPOSIUM ON THEORETICAL AND APPLIED LINGUISTICS (ISTAL 23)

## GUIDELINES TO CONTRIBUTORS

Submissions for ISTAL 23 should follow the guidelines below.

These hold for papers written in either Greek or English, unless explicit reference is made to only one or the other language.

- (1) The article should not exceed 5,000 words, including footnotes, tables, references, pictures, and appendices.  
Font: Times New Roman 12pt.  
Margins: top-bottom: 2.54cm, right-left 3.17cm.  
Line-spacing: 1,5
- (2) All submissions should contain the following items in the same order:
  - (a) title of the article (centered, bold, 12 pt);
  - (b) name(s) of the author(s) (centered, bold, 12 pt, after two blank lines);
  - (c) affiliation of the author(s) (centered, italics);
  - (d) e-mail address(es) of the author(s) (centered, italics);
  - (e) abstract in English (maximum 100 words, after two blank lines);
  - (f) 5-7 keywords.
- (3) The **first heading** of the article (after two blank lines) should be aligned on the left, appear in **bold**, carrying the relevant number (e.g. **1. Introduction**). The first paragraph after a heading should not be indented, while the following paragraphs are indented (1 cm from the left margin).  
On their first occurrence, **abbreviations** should be given in parentheses after they have been fully explained; e.g. Modern Greek (MG).
- (4) Subheadings should appear in ***bold italics*** and are to be numbered consecutively (e.g. **2.1, 2.2**). Three-level headings should be avoided but, if necessary, they should appear in *italics* (e.g. 2.1.1). Further lower-level headings are not accepted.
- (5) **Examples** should be numbered consecutively; the numbers of the examples should not be indented, while the examples are left-indented (1 cm from the number of the example):
  - (1a) John seems to me to be unhappy
  - (1b) It seems to me that John is unhappy
- (6) **Tables** and **Figures** should be labelled as *Table 1* or *Figure 1* (italics, Times New Roman, 12pt). Captions are positioned immediately after the table/figure and are not followed by a full-stop. Tables should be arranged in the form of a grid and be single-spaced. Tables and Figures should be included in the text and not at the end of the document or be part of a separate file.
- (7) **Footnotes** and not Endnotes (Times New Roman, 10 pt) should be kept to a minimum, single-spaced and appear at the end of the page.

#### (8) **In-text citations**

- (a) In-text citations should always be given by the author's surname, year of publication, and page(s), where necessary, as in this example: (Lyons 1977: 32-34).
- (b) In case of **multiple citations**, the authors' surnames and year of publication of their work should be separated by semicolon, and should follow an **alphabetical order**, as in the example: (Hulstijn 1990; McLaughlin 1990; Nobuyoshi & Ellis 1993).
- (c) In case of **multiple citations** to works by the **same author**, references should be given as follows: (Lyons 1970, 1971, 1976).
- (d) In case of **joint authorship/editorship** for two authors/editors, use the ampersand '&' instead of 'and' as in Davis & Ueda (2006). For **three authors or more**, the citation should appear as, e.g. Reeder et al. (2004). However, in the References (§10), all authors' names should be listed.
- (e) If an in-text citation requires the use of the author's surname outside brackets, the surname should be **immediately followed** by the year of publication and, if necessary, the number(s) of page(s), as in the following example: "As we read in Nobuyoshi and Ellis (1993: 64-66), ..."
- (f) When citing from a reprinting, the original date should be given first in brackets; e.g. "(Sapir [1929] 1949: 166)"
- (g) If the required information for a reference is not fully available, this reference should not be used at all!

#### (9) **Punctuation**

- (a) Quotation marks are signified by double inverted commas ("..."), rather than by single inverted commas ('...'); the latter indicate non-standard use or reference to a word, an expression, a suffix etc., as in the following quotation: "The writer is fond of using the word 'climax' to imply an additional sense of ...".
- (b) Quotations longer than 3 lines (and longer excerpts) should be set off from the main text, with a blank line coming before and after the text, and should be justified left and right (1 cm), with double quotation marks and with the appropriate in-text reference to the source.
- (c) Try not to underline or use bold letters for emphasis. *Italics* can indicate terminology, highlighting or emphasis.

#### (10) **References / Βιβλιογραφία (for papers in Greek)**

- (a) The full bibliographical information of all in-text citations must be listed in the References at the end of the paper (whatever appears in the References must also be cited in the text too). The full bibliography must be listed **before the Appendices**. References should be single-spaced (i.e. 1 and not 1,5 line). **Font:** Times New Roman 10pt.
- (b) In References at the end of the paper entries must be arranged first **alphabetically** by the author's surname, and then chronologically (if several references to the same author are made). For those contributors who have references in both languages, Greek and English, alphabetical arrangement is based on the Greek alphabet: A, B, Γ/C, Δ/D, E, Ζζ, F, G, H, Θ, I, J, K, Λ/L, M, N, Ξ, O, Π/P, Q, Ρ/R, Σ/S, T, Y, Φ, U, V, W, X, Y, Ζζ, Ψ, Ω.
- (c) Do not use full first names, but only **initials**. Single (for solo paper) or first (for joint paper) authors appear in the order: Surname, Initial(s). In case of joint authorship, all subsequent co-authors appear in the order: Initial(s), Surname. More than one initial of first name(s) should be separated by a dot without a space. Use the ampersand (&), rather than the word "and" before the name of the

last author, and no comma before the “&”. The same applies to multiple editors except that **all** surnames are preceded by the editors’ initials.

- (d) All kinds of reference details from the **second line on** should be **indented by 0,5 cm**. Use lowercase letters throughout, but capitalize: (i) the first letter in author names and their initials, (ii) the first letter after every punctuation mark (full stop, colon, comma) that separates different bibliographical fields; thus a comma *within* a book title will not be followed by a capital letter, but the comma after the editors’ names field and before the edited volume title, will, as in e.g. the entry for Mackey (1998) below, (iii) theoretical models that are usually placed in capitals, e.g. in the book title *Italian syntax: A Government-Binding approach* and not *Italian syntax: A government-binding approach*, (iv) multi-word titles of journals, such as *Journal of Experimental Child Psychology*, (v) names of languages, e.g. “...in the Modern Greek language...” and not “... in the modern greek language...”
- (e) In edited volumes use (ed.), (επιμ.) or (eds.) accordingly. All are accompanied by a full stop.
- (f) In the case of journals, place the issue number in brackets next to the volume’s number without any space between them, e.g. *Phonology* 33(2). The issue number is optional information, but quite helpful, so we recommend you provide it, whenever possible.
- (g) Treat articles published in conference proceedings or working papers as papers in edited volumes. If an acronym is commonly used for the conference (BLS, ISTAL, WCCFL), include both the full conference name and place the acronym in brackets next to it.

Examples of references are shown below:

#### Book references

- Bachman, L.F. & A.S. Palmer (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Burzio, L. (1986). *Italian syntax: A Government-Binding approach*. Dordrecht: Reidel.
- Δαμανάκης, Μ. (1997). *Η εκπαίδευση των παλιννοστούντων και αλλοδαπών μαθητών στην Ελλάδα: Διαπολιτισμική προσέγγιση*. Αθήνα: Gutenberg.
- Ρούσσου, Α. (2006). *Συμπληρωματικοί δείκτες*. Αθήνα: Πατάκης.

#### Book chapters, articles in edited volumes or conference proceedings

- Baker, M.C. (1997). Thematic roles and syntactic structure. In L. Haegeman (ed.), *Elements of grammar: Handbook of generative syntax*. Dordrecht: Kluwer, 73-137.
- Doughty, C. & J. Williams (1998). Pedagogical choices in focus on form. In C. Doughty & J. Williams (eds.), *Focus on form in classroom second language acquisition*. New York: Cambridge University Press, 197-262.
- Mackey, W.F. (1998). The ecology of language shift. In P.H. Nelde (ed.), *Languages in contact and in conflict*. Wiesbaden: Steiner, 35-41.
- Martínez-Paricio, V. (2012). Superfeet as recursion. In N. Arnett & R. Bennett (eds.), *Proceedings of the 30<sup>th</sup> West Coast Conference on Formal Linguistics (WCCFL 30)*. Somerville, MA: Cascadilla Proceedings Project, 259-269.
- Ψάλτου-Joycey, Α. (2004). Νέες προκλήσεις και προοπτικές για τη διδασκαλία/εκμάθηση ξένων γλωσσών. Στο Β. Δενδρινού & Β. Μητσικοπούλου (επιμ.), *Πολιτικές γλωσσικού πλουραλισμού και ξενόγλωσση εκπαίδευση στην Ευρώπη*. Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών: Μεταίχμιο, 416-423.

### Journal articles

- Alloway, T.P. (2006). How does Working Memory work in the classroom? *Educational Research and Reviews* 1(4): 134-139.
- Alloway, T.P. & R.G. Alloway (2010). Investigating the predictive roles of Working Memory and IQ in academic attainment. *Journal of Experimental Child Psychology* 106: 20-29.
- Keyser, S.J. & T. Roeper (1984). On the middle and ergative constructions in English. *Linguistic Inquiry* 15(3): 381-416.
- Oxford, R. & M. Nyikos (1989). Variables affecting choice of language learning strategies by university students. *The Modern Language Journal* 73(3): 291-300.

### Website references

- Nunan, D. (1992). *Action research in language education*. Available: <http://www.les.aston.ac.uk/lsu/research/tdtr92/tdtrdn.html> [date accessed]
- Reeder, K., L. MacFadyen, J. Roche & M. Chase (2004). Negotiating cultures in cyberspace: Participation patterns and problematics. *Language Learning & Technology* 8(2): 88-105. Available: <http://llt.msu.edu/vol8num2/reeder/default.html> [date accessed]
- Rossetti, P. (1998). A teacher journal: Tool for self-development and syllabus design [on line]. Available: <http://www.geocities.com/Athens/Olympus/9260/journal.html> [date accessed].

### Dissertations & Theses

- Béjar, S. (2003). *Phi-Syntax*. Doctoral dissertation, University of Toronto.
- Hakuta, K. (1975). *Becoming bilingual at age 5: The story of Urguisu*. Senior Honors Thesis, Harvard University.

### Reprinted material

- Selinker, L. (1972). Interlanguage. *IRAL* 10: 209-31. Reprinted in J. Richards (ed.) (1974), *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman, 31-54.

Articles in newspapers and magazines should be referenced by the name of the newspaper, date of publication, and the title of the article.

### Reports

- Department of Education and Science (DES) (1985). Education for All. The Swan Report. London: HMSO.