

## **MLJ Manuscript Formatting Requirements**

*Manuscripts that comply with these requirements will receive higher priority during the editorial process. Manuscripts that do not comply with these requirements may be unsubmitted, and the author will be asked to resubmit after making the appropriate changes.*

### **Submission Components**

When submitting a manuscript at [mc.manuscriptcentral.com/mlj](http://mc.manuscriptcentral.com/mlj), authors should include the following components, uploaded as separate files, except where otherwise indicated:

- A cover letter to the editor. This should contextualize the research and spell out the specific contribution of this study; it should also indicate whether the data presented are part of a larger study. The cover letter will need to be entered into a text field on the submission website.
- An author contact information page, formatted as follows:

AUTHOR NAME <i>University</i> <i>Department</i> <i>Street Address</i> <i>City, State ZIP</i> <i>Country, if outside USA</i> <i>Email address: (institutional emails are preferred)</i>
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The author contact information should be marked as **not for review**.

- The manuscript document containing the title, abstract, keywords, body text, references, tables, and figures. See below for more information.
- Supplemental materials, such as
  - Appendices: Normally appendix material is part of the published manuscript. However, if appendix material is lengthy and involves translation, it may be published separately in a Web-based environment.
  - Online supporting information.

Not all submissions will contain these items. Tables and figures should **not** be uploaded separately but should appear within the main manuscript document.

### **Manuscript Format**

#### GENERAL

- 8,000–10,000 words preferred (including bibliography, tables, notes). Longer or shorter articles are accepted, depending on merit.
- Times New Roman font, size 12, double-spaced throughout (including bibliography, any notes, citations, figures, and tables). Note that Courier New font can also be used for excerpts, following conversation analysis conventions.
- Indent paragraphs; no indentation for abstract or beginning of manuscript body.
- File format of .docx. Manuscripts in PDF or other formats will be unsubmitted by the editorial office, and the author will be asked to submit the manuscript again with the correct file format.

- Word documents should not include section breaks, landscape orientation when unnecessary (e.g., in reference list), margins and/or headers and footers modified using the ruler tool, or linked references (using reference list function). All endnotes should be manually inserted as superscripts; do not use automatic endnote numbering systems. Place the superscripts for endnotes outside the period.
- The sequence of sections in the manuscript should be as follows:

Title
Abstract
Keywords
Manuscript Body
Acknowledgments
Notes
References
Appendices

#### BLINDING

- Refer to your own previous publications in the third person: not “as I said in . . .,” but “as Smith (2014) noted . . .”;
- Refer to an institution where research was conducted or where the author teaches as “institution X.”
- Do not include your name anywhere on the manuscript, even in headers or in the file name.

These procedures are required in order to ensure that the manuscript is blinded for the peer-review process. If the manuscript is accepted, you will be asked to insert the necessary identifying information. Until that time, the manuscript should be blinded according to the requirements stated above.

#### TITLE

- Use sentence case.

#### ABSTRACT

- All numbers should appear as numerals, except for those at the beginning of a sentence.
- Do not indent the abstract.
- Abstract should be written in English and, optionally, in one more language.

#### KEYWORDS

- Format as follows (single-spaced, Roman, all lower case except for specific terms):

<i>Keywords:</i> xxx; [semicolon] yyy; zzz
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## MANUSCRIPT BODY

### *General*

- In general, *MLJ* follows the APA style guide (7th ed). However, as with most journals, there are formatting conventions that are particular to *MLJ*. Some of these are spelled out in the following sections.
- Use “article” instead of “paper” when referring to the work.
- Passive voice is okay when referring to data collection procedures as long as it specifically says who did what.

### *Headers*

- Remove running heads on pages, leaving only page numbers.
- *MLJ* uses only three header levels. Format them as follows:

<p>&lt;A&gt; FIRST LEVEL HEADING (ALL CAPS, ROMAN FONT, FLUSH LEFT, NO BOLDFACE)</p> <p>&lt;B&gt; <i>Second level (italics, no boldface, sentence case, flush left)</i></p> <p>    &lt;C&gt; <i>Third level. (italics, no boldface, sentence case, indented; heading ends with a period, and the text is run in on the same line)</i></p>
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- If an A-level head has any B-level heads, it must have at least two of them; if a B-level head has any C-level heads, it must have at least two.

### *Research Questions*

- Research questions appear on their own line labeled with “RQ1., RQ2., RQ3.,” etc. If there is only one research question, it should be labeled “RQ.” (note period) without a number.
- Indent if the question extends over more than one line (using hanging indent, not a tab)
- Stated hypotheses (if applicable) are labeled with “H1., H2., H3.,” etc. If there is only one hypothesis, then label “H.” (note period) without a number.
- Research questions and hypotheses text should appear in Roman font.
- RQs and hypothesis may be listed either
- as:

RQ1. H1. RQ2. H2.
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or as:

RQ1. RQ2. Text text text H1. H2.
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e.g.,

RQ1. Does reading strategy instruction significantly improve EFL students’ multiple documents comprehension ability?

### *Tense*

- Use past tense when particular studies are reported, with regard to what the researchers “did,” “found,” “concluded”.
- You may use present tense for what the language field then “takes away” as conclusions.

## FORMATTING

### *Listing of Items in Series*

- **Semicolons** are used when one of the items in a series that is being separated by commas includes a comma. Semicolons help keep this kind of list clearer.
- **Commas** are used between (a), (b), (c) etc. listings because the letters already separate the listing.
- Use (a), (b), (c), etc. NOT 1), 2): “All participants completed (a) a background questionnaire, (b) a vocabulary levels test, which was adapted from Author (2002), (c) the picture-narration task, and (d) a simulated recall interview.”

### *Numbers*

- Use numerals (both cardinal and ordinal) to refer to time, dates, ages, scores, numbers on a scale
  - e.g., 8:00 p.m., 22 minutes, 43 seconds, 5 hours, 3 weeks, 6 years, 2 years old, 6 points, a 5-point scale
- Write out in words amounts up to ten. Use numerals for 10 and above.
  - Exception: spell out numbers
    - when they start a sentence
    - when two modifiers appear in a row (e.g., “twelve 4-point scales”)
    - to maintain consistency within a list (e.g., “we saw three cardinals, nine blue jays, and thirteen chickadees”); note that in this case, you are spelling out ‘13’ to maintain consistency with the numbers under ten; if there are more numbers over ten, you may represent the smaller numbers as numerals (e.g., “the classes had 4, 25, 26, and 34 students, respectively”)
- Use numerals for describing aspects of the study
  - e.g., the number of participants, and/or items
- Do NOT superscript the “-th,” “-nd,” and “-rd” in ordinal numbers expressed as numerals, e.g., 1st, 2nd, 3rd, 4th, including in References (2nd ed., 3rd ed., etc.)
- Use for lists; no bullet points
- Do NOT use numerals for lists that appear within the text of a sentence; instead mark by (a), (b), (c)
- Do NOT use numerals at the beginning of the sentence; write out the number in words
- Use commas for all numbers 1,000 and larger (but not for page numbers or degrees of freedom; see section 6.38 of APA 7th ed., p. 130, for additional exceptions).

### *Symbols*

- Use %, not “percent”
- Insert minus sign symbol, not hyphen (e.g., −)
- Use spaces between = (equals sign) and other symbols (e.g.,  $5 + 2 = 7$ ); pay particular attention to greater than (>) and less than (<) signs after *p*.

### *Dates*

- Use the following format consistently: 4 April 2013; 14 April 2013.

### *Statistics*

- There should be no space between numerals when citing *F* statistics; e.g., “*F*(1,2)” NOT “*F*(1, 2)”
- Consistently use decimal spaces (e.g., “The mean scores for the two groups were 36.15 and 52.70, respectively” where both numbers are reported to two decimal places).
- Report exact *p* values larger than .001; for those smaller than .001, use “*p* < .001.”
- Only capitalize variable names when they appear with multiplication signs (e.g., “a main effect of group” but “a Group × Condition interaction”)
- Use “real” minus signs, not simple dashes in statistical information.
- Italicize all statistical abbreviations, such as *N*, *p*, *M*, *SD*, etc.
- Leave spaces before and after = signs: *p* = .005.

### *Punctuation*

- Remove all double spaces after periods.
- Use brackets within parentheses, that is, (parenthesis [brackets] parenthesis)
- Ampersand vs. “and”
  - Ampersand used for reference to **publications** within parentheses, e.g., “(for more information, see Mori & Nagy, 1993)” as well as, in regular text, “In Mori & Nagy (1993), the results . . .”
  - “and” used for reference to **people**, e.g., “As Mori and Nagy (1993) emphasized . . .”

### *Hyphenation*

- No space between hyphen and words
- **Do hyphenate:**
  - If a hyphenated word is a key term in the field and not using hyphenation would cause problems for cross-referencing
  - The words “co-participant” and “co-author” (*MLJ* Style, different from APA)
  - Compound adjectives (e.g., “high-proficiency group,” “one-word answer,” “well-known researcher,” “self-identified bilingual,” “in-depth analysis,” etc. N.B. Do not hyphenate when these words are standalone NPs: “a study of high quality,” “the concept is well known,” “we examined the data in depth,” etc.)
- **Do NOT hyphenate:**
  - Linked words, which should be separated by an en dash instead, e.g., “complexity–accuracy interaction,” “classifier–noun interaction”
  - Compound modifiers containing a comparative or superlative adjective (Example: “high-proficiency group” versus “higher proficiency group”)
  - When the first word is an adjective ending in -ly, as in “highly proficient group”
  - Words with “non-” prefix and other affixes shown in Table 6.2 on p. 164 of APA 7th ed. publication manual (exceptions: “non-target-like,” non + ACRONYM, e.g., non-UG).

### *Quotation Marks*

- Use double quotation marks:

- To refer to a letter, word, phrase, or sentence as a linguistic example (instead of italics, as used in previous editions of APA)
- Direct quotes, both from cited sources and from stimuli and instructions presented to participants (whether written or oral, including questionnaires and survey items)
- For the first time an invented/coined term is used, but not subsequently
- For the first time a label is introduced (e.g., the box was labeled “new”), but not subsequently
- To introduce a word or phrase used as an ironic comment (e.g., “normal” behavior)
- Use single quotation marks for:
  - Quotes within direct quotes
- What goes inside quotation marks:
  - Commas, periods, and superscripts for endnotes
- What goes outside quotation marks:
  - All other punctuation, including colons (unless part of the direct quote)

### *Ellipses*

- Insert ellipses manually as three periods with a space in between each one: (. . .); also include a space before the first period, and a fourth space if the ellipsis is followed by a period.
- APA says to enclose ellipses in parentheses instead of brackets to indicate omissions from the original source: (. . .). If you’re omitting the end of a sentence, add a fourth dot at the beginning, to indicate a period.

### *Commas*

- Include a comma before “and” in a series listing (e.g., “language, linguistics, and culture”).
- Series listing with (a), (b), (c) should be separated with commas even if individual items in the list contain commas (e.g., “we saw (a) two bears, (b) three cardinals, two blue jays, and five chickadees, and (c) three raccoons”).
- Do not use a comma in a run of text with a list that includes subpoints, where letters or numbers do not separate the list items. Instead, use semicolons.
  - Correct: “Most studies show significant limitations: limited scope of the assessment; reliance on more subjective outcome measures, such as learner self-perceptions, rather than standardized proficiency measures; short duration, generally one or two semesters; focus on only the beginning or intermediate levels of instruction; and high attrition rates in online classes.”
  - Incorrect: “Most studies show significant limitations: limited scope of the assessment, reliance on more subjective outcome measures, such as learner self-perceptions, rather than standardized proficiency measures, short duration, generally one or two semesters, focus on only the beginning or intermediate levels of instruction, and high attrition rates in online classes.”
- Use comma before “that is” if it is not a complete sentence. (Example: We used the standardized residuals, that is, the amount of divergence between the predicted and actual values.)

- Following an italicized word, the comma should be Roman, if the italicized word appears in a Roman environment.
  - Example: “In the most recent issue of *Language Learning*, the editors contend . . .”
  - BUT in an italicized environment, the comma should be italicized: “In the most recent issue of *Attention, Perception, and Psychophysics*, the editors contend . . .”

### *Capitalization*

- Note that APA is a self-proclaimed “‘down’ style, meaning that words are lowercase unless there is specific guidance to capitalize them” (APA 7th ed., p. 165).
- Capitalize:
  - After a colon in a sentence if what follows is a complete sentence
  - Recognized fields of applied linguistics and theories, e.g., Construction Grammar, Universal Grammar
  - Hypotheses; example: Depth of Processing Hypothesis
  - Nouns followed by numerals or letters denoting place in a series (e.g., “Figure 3,” “Day 5,” “Session 2;” exceptions: “page 2,” “paragraph 5,” “trial x,” “line 7 of Excerpt 3))
  - Most terms related to Indigenous Peoples, including names of specific groups (e.g., “Cherokee”) and words related to Indigenous culture (e.g., “Elder,” “Oral Tradition,” “Vision Quest”)
- Do NOT capitalize:
  - Theories (e.g., “probability theory”), unless associated with a person’s name
  - Do not change the capitalization of foreign languages.

### *Italics*

- Use italics:
  - To introduce a key term or technical term, often accompanied by a definition
  - To identify anchors of scale (e.g., “a Likert scale, with 1 = *strongly disagree* and 5 = *strongly agree*”)
  - For statistical categories
  - The first occurrence of a word, phrase, or abbreviation from another language that may be unfamiliar to readers
- Do NOT use italics for:
  - Emphasis (use syntax to provide emphasis where at all possible in text; bold or italics may be used for emphasis in tables)
  - These words: “a priori,” “in situ”
  - Translations of titles in reference list

### *Slash*

APA guidelines generally advise against using the slash, especially in cases where using “and” or “or” would be clearer.

### *Names*

- Family names ending in ‘s’ need another ‘s’ added following an apostrophe (e.g., “Hayes’s study”). As a general rule, singular possessives are always -’s, no matter whether the word ends in an -s or not.
- Initials are listed with surnames of authors ONLY when there are two lead authors with the same surname referenced in the article (and even when the publication year or co-authors would be enough to disambiguate).
- Use “they” as a gender-neutral singular pronoun (e.g., “Each participant indicated their responses to these questions”).
- Use person-first language (e.g., “a child with dyslexia” instead of “a dyslexic child”; “students living in poverty” as opposed to “poor students”).
- Capitalize names of specific Indigenous Groups (e.g., “Ojibwe”).
- When citing personal communication with an Indigenous person, provide person’s full name and the nation or specific Indigenous group to which they belong, as well as their location or other relevant details (e.g., “We spoke with Anna Grant (Haida Nation, lives in Vancouver, British Columbia, Canada, personal communication, April 2019) about...”).

### *Cohesive Markers*

- Only use “on the other hand” if there was a prior instance of “on the one hand”
- Introduce figures with “(see Figure 1)”; do NOT use a colon.
- Do NOT use “etc.” after introducing examples with “such as”
- Use “that is,” not *viz.*

### *Foreign Languages*

- Use *italics* for foreign language words used in the manuscript body, as in “According to the theory of Vygotsky, *perezhivanie* can arise...”
- Do not use *italics* for Greek or Cyrillic.
- Use double quotation marks for foreign words, affixes, or particles when cited as a linguistic example: Anglophone learners sometimes have difficulty distinguishing the uses of “ser” and “estar.”
- In transcripts and excerpts:
  - Roman typeface for word-for-word translation, if any
  - Smooth translations should be in *italics*, without quotation marks
- Reference list:
  - Translations for foreign language titles must be provided (in square brackets) in the reference list. Translations should not be italicized in the reference list, e.g.,  
Krumm, H.–J., & Jenkins, E.–M. (2001). *Kinder und ihre Sprachen—Lebendige Mehrsprachigkeit. Sprachenporträts: Gesammelt und kommentiert von Hans–Jürgen Krumm* [Children and their languages—Living multilingualism. Language portraits: Collected and annotated by Hans–Jürgen Krumm]. Eviva.

### *In-Text Citations*

- Multiple authors in parenthetical citation should appear in alphabetical order by author, NOT by date: (Brown, 2014; Hashemi & Babaii, 2013; Mackey & Gass, 2015); (Ellis,



- 2014, 2015; Eskildsen & Wagner, 2015).
- On citing works by multiple authors:
    - **Two authors:** Always cite both names, e.g., Hayes and Flower (1980) (see comments about ampersand vs. “and” for more information)
    - **Three authors or more authors:** From the first instance, use et al.
      - **Exception:** When you have multiple works by the same first author with different co-authors *in the same year* (e.g., Crossley, Dufty, McCarthy, & McNamara, 2007; Crossley, Louwerse, McCarthy, & McNamara, 2007) then you must cite as many names as needed to differentiate the references plus “et al.” in all instances (e.g., Crossley, Dufty, et al., 2007).
  - If the article is citing two different articles by the same lead author (but with different co-authors), combine the in-text citations as you would if they were the same co-authors, e.g., Dörnyei et al., 2014, 2015.
  - If there is a parenthetical remark followed by a citation, separate them with a semi-colon rather than consecutive parentheses; e.g., “. . . and internal factors (e.g., learners’ working memory and long term memory; Hayes & Flower, 1980; Kellogg, 1996).”
  - Do NOT use “*ibid.*” (Consolidate references so that they are clearly identified or repeat them.)
  - Page numbers are required for direct quotes “(Skehan, 1998, p. 188)” but are not included otherwise. Use an en dash (–) for page ranges.
  - For page numbers listed in parentheses, insert a space between the period and the page number (p. 17).
  - When announcing a direct quote in the text, use this format: “. . . an idea that is supported by Skehan (1998): “It is not disputed that the environment can have some impact on one’s language learning ability” (p. 188).” Do not repeat “Skehan, 1998” in the parenthesis.
  - For manuscripts that have been submitted for publication, list the projected publication year; DO NOT use “submitted” or “in press”.
  - Make reference to any to Web-based materials that will accompany the article with the phrase “available in the Online Supporting Information” or “available in Online Supporting Information A” etc.

## REFERENCES

- Double space reference section. Use 0.5” hanging indent.
- Crosscheck references; that is, all in-text citations should appear in the referencelist and vice versa.
- Author:
  - Insert space between author’s initials if there are two or more: “Stevens, M. R.”.
  - If there are more than 21 authors, then after the first 19 authors, insert an ellipsis for all but the last author in the list.
  - For the notation of editors, place a period inside and outside the parentheses: (Ed.) or (Eds.), e.g., Wiley, T. G., Peyton, J. K., Christian, D., Moore, S. C. K., & Liu, N. (Eds.). (2014). *Handbook of heritage, community, and Native American languages in*

*the United States: Research, policy, and educational practice*. New York: Routledge.

- Title:
  - Translations must be provided (in square brackets) for foreign language titles appearing in the reference list. These translations should not be italicized in the reference list.  
Krumm, H.-J., & Jenkins, E.-M. (2001). *Kinder und ihre Sprachen—Lebendige Mehrsprachigkeit. Sprachenporträts: Gesammelt und kommentiert von Hans-Jürgen Krumm* [Children and their languages—Living multilingualism. Language portraits: Collected and annotated by Hans-Jürgen Krumm]. Eviva.
  - 
  - Titles of reports, Web sites, dissertations, and paper and poster presentations are set in italics.
  - Dissertations should be cited as follows:
    - Bataller, R. (2008). *Pragmatic development in the study abroad situation: Requesting a service in Spanish* [Unpublished doctoral dissertation]. University of Iowa.
- Publisher:
  - Spell out “Cambridge University Press” (**not CUP**); similarly “Oxford University Press (**not OUP**).
  - In reference list, remove “Ltd.,” “Associates,” “Inc.,” etc. from publisher name.
  - Make sure that the name of a publisher is referenced consistently throughout the reference section. **EXCEPTION:** Publishers frequently change hands. For example: Blackwell is now Wiley–Blackwell.
- Page Ranges:
  - Make sure all page ranges use an en dash, NOT a hyphen. This is also true between upper-case letters, as in CD–ROM.
- DOIs : Include dois for all journal articles.
- Web Sources:
  - List Web page addresses, and check them to make sure they are live. Use the following protocol: “Accessed 23 July 2012 at ...”
  - Delete the period after URLs in the reference section.

#### SOME SAMPLE REFERENCES (specific features highlighted)

Altieri, C. (1994). *Subjective agency*. Blackwell.

Atkinson, D. (Ed.). (2011a). *Alternative approaches to second language acquisition*.

Routledge/Taylor & Francis.

Alim, H. S., Ibrahim, A., & Pennycook, A. (Eds.). (2009). *Global linguistic flows: Hip-hop*

- cultures, youth identities, and the politics of language*. Routledge/Taylor & Francis.
- Augsburg, T. (2014). Becoming transdisciplinary: The emergence of the transdisciplinary individual. *World Futures*, 70, 1–14.
- Bakhtin, M. (1981). *The dialogic imagination: Four essays by M. M. Bakhtin* (C. Emerson & M. Holquist, Trans.) University of Texas Press.
- Birdsong, D. (2014). The critical period hypothesis for second language acquisition: Tailoring the coat of many colors. In M. Pawlak & L. Aronin (Eds.), *Essential topics in applied linguistics and multilingualism: Studies in honor of David Singleton* (pp. 43–50). Springer.
- Blackledge, A., & Creese, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal*, 94, 103–115.
- Block, D. (2014a). *Second language identities* (2nd ed.). Bloomsbury.
- Blommaert, J., & Backus, A. (2011). Repertoires revisited: ‘Knowing language’ in superdiversity. *Working Papers in Urban Language & Literacies*, 67. Accessed 23 July 2012 at <http://www.kcl.ac.uk/sspp/departments/education/research/lde/publications/workingpapers/67.pdf>
- Callahan, R. M., & Gándara, P. C. (Eds.). (2014). *The bilingual advantage: Language, literacy and the US labor market*. Multilingual Matters.
- Cumming, A. (2013). Multiple dimensions of academic language and literacy development. *Language Learning*, 63(S1), 130–152.
- Dewaele, J.-M. (2016). Emotion and multicompetence. In V. Cook & Li Wei (Eds.), *The Cambridge handbook of linguistic multicompetence*. Cambridge University Press.

## ADDITIONAL SECTIONS

### *Endnotes*

- Notes appear at the end of *MLJ* articles (no footnotes).
- In the text, endnotes should be inserted manually using a superscript numeral (DoNOT use the automatic endnote function in MS Word).
- Notes should not be used for thanks/acknowledgments.
- A regular Arabic number, not superscripted, should precede each of the “notes”.

### *Appendices*

- Appendices should be mentioned in the body of the text.
- Each appendix should be labeled with a letter, except when there is only one appendix. The labeling of appendices should follow the order in which they are mentioned in the text.
- Each appendix should have a title, which is not italicized; headings within the body of the appendix are in italics.
- Use sentence case for the title, headings, and captions.

### *Tables and Figures*

- Tables and figures are inserted directly into the text and should appear after they are mentioned in the text. Provide a “call-out” place holder: <INSERT TABLE X ABOUT HERE>
- Introduce as “TABLE/FIGURE #”, followed on the next line by the title, set in sentence case. There is no period at the end of the title.
- All abbreviations in tables must have definitions provided so that the table is readable without the accompanying text.
- Order notes to a table as *general*, then *specific*, then *probability*.
- Probability notes to tables do not need the word *Note* and should be followed by a period.
- Check whether visuals adhere to these production requirements for visuals: 300 dpi is the resolution we ask for to ensure quality in print. You can find more information on our figure guidelines at [https://authorservices.wiley.com/asset/photos/electronic\\_artwork\\_guidelines.pdf](https://authorservices.wiley.com/asset/photos/electronic_artwork_guidelines.pdf)

### *Transcripts and Excerpts*

- Data included in the manuscript should be provided in original language and translated into English. If the data excerpts are too long, some or all of the text can be provided as online supporting information, which is published along the online version of the article. See, for example: HENRY, A. and DAVYDENKO, S. (2020), Thriving? Or Surviving? An Approach–Avoidance Perspective on Adult Language Learners’ Motivation. *Modern Language Journal*, 104: 363-380. <https://doi.org/10.1111/modl.12635>
- Conversation analysis conventions often use Courier font for transcriptions, setting this off from the Times Roman typeface of the text. Include transcription conventions.
- Line numbers without periods.

- Romanized transliteration of ideographic languages like Chinese and Japanese in roman typeface.
- Roman typeface for word-for-word translation, if any.
- Smooth translations should be in *italics*, without quotation marks.
- All descriptions of movements, gestures, facial expressions, etc. should be in Roman typeface.
- When discussion of a transcript refers to line numbers in parentheses, state the number, without the word “line” or the abbreviations “l.” or “ll.”

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