FOLIO Guidelines for authors

Forward submissions or queries to the editor of Folio:

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We welcome:

Articles from teachers, publishers, teacher educators, trainee teachers, researchers, materials writers, students of materials development, applied linguistics/TESOL and language education, policy makers and administrators.

Articles on any aspect of materials development for language learning such as:

- L2 materials evaluation
- L2 materials design
- L2 coursebook writing and publishing
- Research on materials in use
- Up-to-date snapshots of materials in use in international contexts. *We welcome up-to-date research, reports and snapshots (500 - 2000 words) describing materials used in your own teaching context.*
- Materials samples
- Book reviews
- Interviews with materials writers

Books for review can be sent to the editor

Word counts for submissions

- Research articles - circa 3000 - 4000 words (on occasion longer articles can be accepted).
- Snapshots of materials in use in international contexts (500 – 2000 words)
- Materials samples (500 – 2000 words)
- Book reviews (circa 2000 words)
- Interviews with materials writers (500 – 2000 words)

Formatting

Please provide

- A title and subtitle (if applicable)
- Author/s name/s
- Section headings and sub-headings (if applicable)
- Full bibliographic references (see below)
- Appendices (if applicable)
- A brief biodata (5-6 lines) and email address for inclusion at the end of the article.

Italics

Italics are used for titles of published works and may be used for emphasis in quotations.

Bold

Bold is used for emphasis and to mark headings.

Underlining

Underlining may occasionally be required, e.g. to mark individual words in sample sentences.

Other

No double spaces after punctuation.

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Punctuation

Full points *e.g. i.e.*

Where the final letter of the abbreviation is the final letter of the word, no full point: *Mrs Ltd vs*

Quotation marks

Use single quotes '…'. For quotes within quotes, use "…".

References

Samples:

Breshears, S. (2019). The precarious work of English language teaching in Canada. *TESL Canada Journal,* 36(2), 26-47. https://doi.org/10.18806/tesl.v36i2.1312

Burrows, C. (2007). The effect of limited-term contracts on teaching standards at tertiary-level education in Japan. *OnCUE Journal*, 1(1), 64-73.   Available at: https://jaltcue.org/files/OnCUE/OCJ1-1articles/2007OCJ1-1-Burrows-p64-p73.pdf (Accessed 17 July 2024).

Donovan, P. (1998). Piloting: A publisher's view. In B. Tomlinson (Ed.), *Materials development in language teaching* (1st edn) (pp. 149-189). Cambridge: Cambridge University Press.

Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal,* 48(4), 315-327.

LaScotte, D. K., Mathieu, C. S., & David, S. S. (Eds.). (2022). *New perspectives on material mediation in language learner pedagogy*. New York: Springer.

TESOL. (2008). *Position statement on the status of, and professional equity for, the field of teaching English to speakers of other languages.* TESOL International Association. Available at: http://www.tesol.org/docs/pdf/11222.pdf?sfvrsn=2 (Accessed 18 July 2024)

Tomlinson, B. (Ed.). (2003). *Developing materials for language teaching* (1st edn). London: Continuum.

Tomlinson, B. (2013). Innovation in materials development. In K. Hyland & L. L. C. Wong (Eds.), *Innovation and change in English language education* (pp. 203-217). Abingdon: Routledge.

Wenger, E., McDermott, R. & Snyder, W. M. (2002). *Cultivating communities of practice*. Boston: Harvard Business Press.

File format

Microsoft Word (.doc or .docx)

Pictures

Send within the document as Screenshot, JPEG, PNG etc.