

FOLIO Guidelines for authors

Forward submissions or queries to the editor of Folio:

Freda Mishan freda.mishan@ul.ie

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:

Block, D. (2003). *The Social Turn in Second Language Acquisition*. Edinburgh: Edinburgh University Press.

Parks, S. and Raymond, P. (2004). 'Strategy use by non-native English-speaking students in an MBA program: Not business as usual', *The Modern Language Journal*, 88(3), 374-89.

Rubin, J. (2005). 'The Expert Language: A review of good language', in K. Johnson (ed.), *Expertise in Second Language Learning and Teaching*. Basingstoke: Palgrave MacMillan, pp.37-63.

Oliver, M. and Trigwell, K. (2005). 'Can Blended Learning be redeemed?', *E-Learning*, 2(1), 17-26, available: http://www.wwwords.co.uk/elea/content/pdfs/2/issue2_1.asp#top [accessed 14 Jan 2014].

File format

Microsoft Word (.doc or .docx)

Pictures

Send within the document or as JPEG