

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO CENTRO DE ENSEÑANZA DE LENGUAS EXTRANJERAS

CALL FOR MANUSCRIPTS FROM THE ENCUENTRO INTERNACIONAL DE CENTROS DE AUTOACCESO 2016

The call is open to plenary speakers, workshop speakers and speakers of the Encuentro Internacional de Centros de Autoacceso 2016, to take place from August 4th and 5th 2016 at the Centro de Enseñanza de Lenguas of the National Autonomous University of Mexico, Ciudad Universitaria, Mexico City.

The book **Nuevos Escenarios en torno a la Autonomía del Aprendizaje de Lenguas Extranjeras** will include papers from the Encuentro Internacional de Centros de Autoacceso 2016.

Research articles on language learning autonomy proposals are welcome. All interested authors are allowed to submit papers in English or Spanish.

All interested authors are asked to follow these guidelines (which are adapted from those used in the publications of the Foreign Language Center):

1. Manuscripts should be captured in Word processor, with Times New Roman font, size 12, double spaced, justified alignment, letter size page (21.59 cm. x 27.94 cm.), vertical orientation and with the following margins: left 2.5 cm, right 2.5 cm, 2.5 cm top, bottom 2.5 cm. All pages should include page numbers in the lower right corner.
2. All manuscripts should be between 15 and 20 pages long, not including bibliography.
3. The manuscript should only include the title (in capital letters), the abstract (120-150 words) and 5-6 keywords.
4. Submit a separate Word file containing the following information:

TITLE (capital letters)

Author's name

Institution

Full address (for sending postal correspondence)

Phone (optional)

Email

5. If the text includes graphs and/or figures, they must be submitted 1) in the original format from the program in which they were created, and 2) as an image file. The images should be sent in .tif or .jpg

format, they must be clear and legible, and be in black and white. The text should indicate the place of insertion and the time of consultation. In that sense, it is necessary to include numbering and title to these graphic objects.

Example:

The data we report here are shown in Figure 5.
[Insert Figure 5]

- To indicate different levels of hierarchy in the manuscript, typographic resources should be used (bold, italic and underlined, in that order) or Arabic numerals instead (1, 1.1., 1.2.). It is advisable not to rank the text in more than three levels. Please use italics for foreign words used in the manuscript.
- Citations that are longer than six lines should be in an indented independent paragraph and followed by its corresponding reference.
- When citing, use a colon to indicate page numbers:

As Kramersch (2009: 36) argues, *intercultural competence ...*
Finite state grammars are not a good tool to account for natural languages (Fernández, 1987: 56).

Use an ampersand symbol for the last name of a list of authors within parenthesis:

(Munro, Lopez, Mendez, Garcia & Galant, 1999)

Don't use an ampersand symbol for the last name of a list of authors outside parenthesis:

Munro, Lopez, Mendez, Garcia and Galant (1999) claim that...

Mark the separation of different authors within a parenthesis with a semicolon, and arrange authors in chronological order first, and then alphabetically:

(Smith-Stark, 1994; Kaufman, 1998; Terborg, 1998)

If you quote an author with several works in the same year, lowercase letters are used to make the distinction:

(Diaz Barriga, 2004a; Diaz Barriga, 2004b)

In the case of quotations, references are placed at the end of the quotation, in parentheses.

- The number of notes should be kept to the minimum necessary and placed at the end of the text. The indexes of the notes will be in superscript Arabic format and must be placed after punctuation marks.

Example:

I start by providing Goatly's definition of metaphor: 1
"A metaphor occurs when a unit of speech is used to refer to an object, concept, process, quality, relationship or world" (1998: 108).

10. The bibliography must correspond exclusively to the references included in the manuscript, and it will be placed in a section called “Bibliography”. The bibliography will follow the standards of the American Psychological Association (APA).

All references must have a double spaced format with hanging indent. Examples:
Dry, M. (1972). *Essential Spanish grammar: Introduction to the study of language*. Madrid: Aguilar.

Bhatia, V. K. (1993). *Analyzing genre: Language use in professional settings*. London: Longman.

Here are some examples of other references:

Single authored book:

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage Publications.

Book of two or more authors:

Díaz Barriga, F., & Hernández, G. (2002). *Estrategias docentes para un aprendizaje significativo: Una interpretación constructivista*. Mexico: McGraw-Hill.

Harasim, L., Hiltz, S., Teles, L., & Turoff, M. (1995). *Learning networks: A field guide to teaching and learning online*. Cambridge, MA: MIT Press.

Chapter in a book:

Harry, K., & Perraton, H. (1999). Open and distance learning for the new society. In K. Harry (Ed.), *Higher education through open and distance learning* (pp. 1-13). London: Routledge.

Pacheco, A. M. (2006). *Habilidades del profesor para el diseño de objetos de aprendizaje*. In S. C. Hernández (Ed.), *Procesos educativos y de investigación en la virtualidad* (pp. 17-65). Guadalajara, Mexico: Universidad de Guadalajara.

Journal article:

Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 693-722.

Zamudio, V. E. (2002). Acercamiento a la problemática en la escritura de ensayos de análisis literario. *Estudios de Lingüística Aplicada*, 20(36), 105-119.

Proceedings:

Reid, D., & Newhouse, P. C. (2004). But it didn't happen last semester: Explanations of the mediated environmental factors that affect online tutor capabilities. *Proceedings of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)*, 791-797. Perth, WA.

Miranda, A. (2003). *La educación a distancia y la diversidad: El modelo cubano*. Memorias del XI Encuentro de Educación a Distancia. Colección Innovación Educativa y Nuevas Tecnologías. Guadalajara, Mexico. ANUIES-Universidad de Guadalajara.

Thesis:

Gilbón, D. M. (2008). Alfabetización ciberdidáctica para formadores. PhD thesis. Mexico: UNAM.

Online journal article:

Muirhead, B. (2002). Training new online teachers. USDLA Journal, 16(10). Accessed: September 19th 2006 at <http://www.usdla.org/html/journal/OCT2002_Issue/article06.html>

Webpage:

Secretaría de Educación Pública (SEP). México. Accessed: April 19th 2009 at <<http://www.sep.gob.mx>>

11. The editors will send the results of the reviewers within a reasonable time from the date of the submission of the manuscript.
12. The authors of the accepted texts for the publication of the book **Nuevos Escenarios en torno a la Autonomía del Aprendizaje de Lenguas Extranjeras** will authorize dissemination and publication in any format to the National Autonomous University of Mexico.
13. After a year of circulation, the published texts in the book **Nuevos Escenarios en torno a la Autonomía del Aprendizaje de Lenguas Extranjeras** may be placed on an electronic site planned for their dissemination.
14. Manuscripts should be sent to the following address, in Word format, accompanied by a PDF version: **eica2016@cele.unam.mx**
15. Deadline for submission: **March 31, 2017**
(Please, if there is a doubt that these guidelines can't resolve, feel free to send us an email to the submission address.)