

Guidelines for Contributors

PROFILE

Issues in Teachers' Professional Development

This journal is led by the PROFILE research group of the Departamento de Lenguas Extranjeras, Universidad Nacional de Colombia, Bogotá campus. It is a publication for teachers of English interested in increasing their professional expertise. Starting from the assumption that our professional knowledge is enriched by different members of our academic community, the journal is mainly concerned with sharing the results of classroom research projects undertaken by primary and secondary school teachers as well as teachers of adults. It also includes articles written by teacher educators and guest teachers willing to disseminate reflections and innovations. Furthermore, it shares papers sent by teachers of diverse educational levels from different parts of the world and who have also been engaged in carrying out research and innovations in wide-ranging contexts as well as inquiries done by novice teacher-researchers.

PROFILE is registered in Ulrich's Periodicals Directory, Latindex, EBSCO, Informe Académico, Academic OneFile, e-Revist@s Plataforma Open Access de Revistas Científicas Electronicas Españolas y Latinoamericanas-CSIC, and the Directory of Open Access Journals (DOAJ). It is indexed in the MLA International Bibliography, Educational Research Abstracts online (ERA), Linguistics and Language Behavior Abstracts database (LLBA), Redalyc, scIELO Citation Index (Web of Science), CLASE, and Publindex-Colciencias, classified in category A2.

Our Purpose

The PROFILE journal is published twice a year (April and October). Its main goal is to share the results of classroom research projects undertaken by primary and secondary school teachers as well as teachers of adults while taking part in the Professional Development Programmes carried out by the Foreign Languages Department at Universidad Nacional de Colombia. It also includes articles written by teacher educators and guest teachers willing to disseminate reflections, innovations, and research findings.

Sections of the Journal

Issues from Teacher Researchers: This section includes in-progress and final research reports.

Issues from Novice Teacher Researchers: This section contains articles based on research conducted

by new teachers as part of the monographs undertaken to get their BED or BA degrees.

Issues Based on Reflections and Innovations: This section gathers reflections about a specific topic with analytical, interpretative or critical perspectives, which are supported by different sources. Innovations include the justification, description, explanation, and samples of pedagogical interventions in specific teaching fields.

Submitting an Article

To be considered for publication, you should complete the submission process via our platform. There you should upload your manuscript, the consent form—if applicable, the cover letter, the figures, tables, etc. Go to the web page of the journal and register as a user: <http://www.revistas.unal.edu.co/index.php/profile>

Please, follow the option "register" at the top of the page. You will be asked to fill in a form with your information. Please, do not forget to choose, at the end of the form, the option "Register as: Author". This option will allow you to upload your submission. **Important:** Manuscripts signed by more than three authors will not be considered for evaluation.

Once you are registered as an author, you can start the five-step submission process. Be careful to follow each step and to upload your manuscript and all the complementary files as you are requested in the checklist for submissions.

You do not have to send printed copies. Do also keep in mind that *PROFILE* does not accept multiple simultaneous submissions from the same author and for the same issue. Please keep this in mind in your academic chronogram.

The manuscript should be saved in single-column format, double-spaced as a Word document, Times Roman 12, and have margins of three centimetres. Block quotations and samples taken from data should be in Times Roman 10 and indented at 1.25 centimetres. Only use single-spacing for the contents of footnotes, appendixes, figures and tables. Number all the pages of the manuscript. Insert the page number at the top of the page. Indent the first line of every paragraph. For consistency, use the tab key, which should be set at 1.25 centimetres. Do not do this in the abstract, block quotations, titles, headings, tables and figures titles. Please, use titles and subtitles judiciously to clearly identify the different sections and subsections in your manuscript. Avoid labelling titles with numbers or letters.

Do not write your name or biodata within the article. Manuscripts should contain an abstract of no more than 120 words and should include key words. Avoid the use of abbreviations and references in the abstract. The abstract and the key words should be in both Spanish and English. Key words should be organized in alphabetical order. Likewise, the

complete bibliographic information for each citation must be included in the list of references following the American Psychological Association (APA) style, 6th Edition (see some samples of references below).

Translate all excerpts, appendixes, quotes, and other long pieces of information into English indicating in a footnote the original language and that the translation is made for publication purposes. Keep the original language of excerpts only when it is necessary for the objectives of the study; in this case, provide the English translation as well.

All quoted material must be cited as such in the text. All references cited in the text must be in the list of references, and all works included in the references section must be cited in the text. Please, cite only primary sources, that is, the works you actually consulted when composing your manuscript. Do not include in the list of references material that is cited within an excerpt or a direct quotation except when such material is also a primary source in the manuscript.

PROFILE will reject papers which evidence plagiarism, and its decision will be final. Manuscripts by authors whose articles have been rejected because of plagiarism will not be considered for evaluation in future issues.

Papers cannot exceed 8,000 words, including the abstract, key words, references, appendixes, and footnotes. Footnotes should appear on the same page, not at the end of the document. Please indicate the number of words at the end of the article.

All graphics in the article should be in black and white. Please avoid the use of colour and send each figure or table in a separate file too, in a standard graphic format (e.g. JPG or TIF). Figures can be sent as a graphic file; JPG is preferred. Tables should be created in Microsoft Word. Appendixes, figures, and tables should include a title. They should be centred and follow these models:

Table 1. Ways of Doing Compositions

Figure 2. Results of the Diagnostic Survey

Appendix 3: Lesson Plan Sample

Write your text in good English (American or British usage is accepted, but not a mixture of these) and make sure grammar, punctuation, and style have been revised. Italics are not to be used for expressions of Latin origin; for example, *in vivo*, *et al.*, *per se*.

One of the requirements for the publication of articles about teaching or research experiences in which others have participated is to have a consent form signed by them or their parents—if they are under 18—in order to authorize the use of the information in the publication. If your article contains information provided by participants, please obtain consent forms and send the format used to get them to the editor, together with your manuscript. *PROFILE* does not provide the forms; they are the ones designed by the teachers while doing their projects. Identify samples from participants using codes and keeping anonymity. Be consistent in doing so and follow samples included in our latest issue.

If acknowledgements are included, do so in a short paragraph at the end of the article after the references. Do not include them on the title page as a footnote to the title or otherwise.

Please address a cover or presentation letter to the editor specifying the following: title of the article (in both English and Spanish; the title in English with a maximum of 70 characters, including spaces), author's(s') name(s), institution, address, a short biographical statement (biodata) of no more than 50 words per author, and the date or period of time the document was written. Please, note that the way your name is written in the biodata (pen name) will be the one to follow once the article is published. For two or three authors, the order in which they are mentioned in the biodata will also correspond to the order in the published article (order of authorship). If the paper

presents initial or final results of a project, please indicate so. Include the name of the code number (if there is one) and the name of the institution that sponsored the project. Additionally, you should include a statement indicating that your article has not been submitted to another publication and that it has not already been published elsewhere. All the requirements mentioned above will be checked and no evaluation will start until all of them are met. Delay in complying with our policies will have an impact on the time required for evaluation processes.

References

The following samples illustrate some common cases. For more examples, please check The Online Writing Lab (OWL) at Purdue University Web site: <http://owl.english.purdue.edu/owl/section/2/10/> or our latest issue, in its electronic version at our website: <http://www.revistas.unal.edu.co/index.php/profile>

Book

- Colombia. Ministerio de Educación Nacional. (1999). *Lineamientos curriculares para idiomas extranjeros. Lineamientos curriculares. Áreas obligatorias y fundamentales* [Curricular guidelines for foreign languages. Obligatory and fundamental areas]. Bogotá, CO: Author.
- Kemmis, S., & McTaggart, R. (1988). *The action research planner* (3rd ed.). Victoria, AU: Deakin University Press.
- Schön, D. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.

Book Article or Chapter

- Cots, J., & Diaz, J. (2005). Constructing social relationships and linguistic knowledge through non-native speaking teacher talk. In E. Llorca (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 85-106). New York, NY: Springer.
- Kachru, B., & Nelson, C. L. (2001). World Englishes. In A. Burns, & C. Coffin (Eds.), *Analyzing English in a global context. A reader* (pp. 9-25). London, UK: Routledge.

Conference Proceedings

Schnase, J. L., & Cunniss, E. L. (Eds.). (1995). Proceedings from CSCL '95: *The First International Conference on Computer Support for Collaborative Learning*. Mahwah, NJ: Erlbaum.

Conference Paper Abstract Retrieved Online

Cárdenas B., M. L. (2012, June). *Enabling English teachers' expertise and voices to be visible through publishing*. Paper presented at the International Conference The Future of Education. (2nd ed). Conference Proceedings, Florence, Italy. Retrieved from: http://conference.pixel-online.net/edu_future2012/common/download/Paper_pdf/139-SE120-FP-Cardenas-FOE2012.pdf

Proceedings Published in Book Form

Bailey, K. M. (2004). Plenary: Language teaching journals and reflective teaching. In A. Pulverness (Ed.), *IATEFL 2003 Brighton Conference Selections* (pp. 80-91). Brighton: IATEFL International Association of Teachers of English as a Foreign Language.

Dictionary

Merriam-Webster's collegiate dictionary (11th ed.). (2005). Springfield, MA: Merriam-Webster.

Entry in an Online Reference Work, no Author or Editor

Metacognition. (n.d.). In *Merriam-Webster's online dictionary*. Retrieved from <http://www.merriam-webster.com/dictionary/metacognition>

Journal Article

Poole, A. (2009). The reading strategies used by male and female Colombian university students. *PROFILE Issues in Teachers' Professional Development*, 11(1), 29-40.

Magazine or Journal Article from a Database

Nassaji, H., & Wells, G. (2000). What's the use of 'triadic dialogue'? An investigation of teacher-student interaction. *Applied Linguistics*, 21(3), 376-406. doi:10.1093/applin/21.3.376

Paper Presentation or Poster Session

González, A. (2008, March). *Tendencias in professional development for EFL teachers in Colombia: A critical appraisal*. Paper presented at the 5^o Encuentro de Universidades Formadoras de Licenciados en Idiomas, Universidad del Valle, Cali.

Unpublished Master's Thesis

Ariza, A. (2004). *EFL undergraduate students' understanding of autonomy and their reflection in their learning process* (Unpublished master's thesis). Universidad Distrital Francisco José de Caldas, Bogotá.

Website

Colombia. Ministerio de Educación Nacional. (1994). *Ley General de Educación (Ley 115 del 8 de Febrero de 1994)*. Retrieved from http://www.mineducacion.gov.co/1621/articles-85906_archivo_pdf.pdf

Kleinman, Z. (2009). Children who use technology are 'better writers'. *BBC News*. Retrieved from <http://news.bbc.co.uk/2/hi/technology/8392653.stm>

Unpublished Papers, Lectures from an Archive or Personal Collection

Cárdenas B., M. L. (2010). *Pedagogical design*. Melba Libia Cárdenas B. Memoirs. Archives of the PROFILE Teacher Development Programme, Universidad Nacional de Colombia, Bogotá.

Books and Articles Published in Other Languages

For titles of books and articles in languages other than English, please provide an English translation in square brackets. For example:

Bastidas A., J. A., & Muñoz I., G. (1998). *Fundamentos para el desarrollo profesional de los profesores de inglés* [Foundations for the professional development of English teachers]. Pasto, CO: Graficolor.

Evaluation and Publication

All submissions go through a blind peer review process provided all requirements have been met. This process takes four to five months, provided there are no unexpected delays. Reviewers' names will not be made available to authors under any circumstances. Authors should wait approximately four to five months until notification of a decision by the editor. If your article is accepted after having been read by at least two evaluators, you should be ready to revise it if necessary and to meet deadlines established by the editor to complete the editing processes. The *PROFILE* editor reserves the right to make editorial changes in

the manuscripts recommended for publication for the purpose of clarity, concision, or style. It is also under the editor's discretion to reject a manuscript on the grounds of lack of space to publish it.

If major changes are required by the evaluators or the editor, the article will be returned to you for amending, indicating: revise and resubmit. The improved version should be submitted within three weeks. After this period, the article will be regarded as a new submission.

The revised version of the manuscript should be sent to the editor together with a cover letter. It should include the explanations that the authors have to offer as to how they addressed (or did not address) the reviewers' comments. The resubmission will then be submitted again for evaluation. The final evaluation will determine whether or not the article can be published. Date of publication will depend upon amount of time taken for revision and resubmission.

Once the article is accepted, the edited version will be sent to you for approval. Upon publication, authors will receive complimentary copies of the issue in which their articles appear (one or two copies, depending upon the number of authors).

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Sending Contributions

We accept submissions all year round. However, papers that authors expect to be published in the first issue of the year (April) should be sent no later than

July 1 of the previous year and those wishing to be included in the second issue (October), not later than **February 1**.

Letters to the editor should be sent to the following address:

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