

<응용언어학> 투고 및 집필 안내

수정일: 2019년 3월 22일

I. 논문의 내용 및 유형

<응용언어학>(Korean Journal of Applied Linguistics)은 외국어 및 제2언어로서의 영어교육, 한국어교육 분야에서 언어 관련 문제 및 해결과 관련된 응용언어학 제반 영역에 대한 논문 투고를 받는다. 교실 및 학교 상황 이외의 언어 상황과 관련된 논문 투고도 포함한다.

논문의 유형은 1) 실험, 조사 등과 같은 활동을 통해 얻은 경험적인 자료를 근거로 하여 연구의 독창적인 의의를 제시한 논문, 2) 기존 논문이나 연구 성과물을 분석하여 다루고자 하는 주제를 명확히 한 리뷰 논문, 3) 기존 이론에 대한 검증 및 발전을 시도하여 이론적 기여를 한 논문, 4) 응용언어학과 관련된 연구방법론적인 개선을 시도하여 새로운 방법론을 제시한 논문, 그리고 5) 개인 및 개별 기관을 대상으로 하여 영어교육 또는 한국어교육과 관련된 문제 및 해결책을 연구한 사례 연구 논문 등이다.

II. 논문 투고 및 발행 일정

- 1호(봄): 투고 마감 - 12월 31일, 발행 - 3월 31일
- 2호(여름): 투고 마감 - 3월 31일, 발행 - 6월 30일
- 3호(가을): 투고 마감 - 6월 30일, 발행 - 9월 30일
- 4호(겨울): 투고 마감 - 9월 30일, 발행 - 12월 31일

III. 연구윤리 규정의 준수

<응용언어학>에 논문을 투고할 때는 한국응용언어학회에서 제정하여 공표한 '연구윤리 규정'의 제반 사항을 사전에 확인하여 위반된 사항이 없도록 해야 한다. 만약 투고된 논문이 '연구윤리 규정'의 특정 사항을 위반했을 때

에는 학회의 관련 조치에 따를 것에 동의해야 한다.

IV. 논문 작성

1. 논문 작성 소프트웨어: 마이크로소프트 워드 (Microsoft Word) DOC 파일
2. 논문 형식: <응용언어학>의 논문 양식을 지켜 제출해야 한다. 양식에 어긋날 경우 투고가 반려될 수 있다.
3. 논문 분량: 학회지 기준으로 25쪽을 넘지 않는 것을 원칙으로 한다. 추가될 경우 페이지 당 1만원의 추가 게재료가 청구된다. 투고된 논문의 게재가 확정된 후 게재료를 학회 계좌로 입금한다.
4. 논문 제출처: 한국응용언어학회 JAMS 사이트에서 온라인으로 투고한다.
<http://alak.jams.or.kr>
5. 연락사항 명기: 논문 관련 연락을 위해 다음과 같은 투고자 정보를 제출한다. 논문 제목, 투고자 성명(소속 및 직위 포함), 이메일, 전화번호(휴대폰 번호), 주소(우편번호 포함).
6. 영문 초록의 길이는 200단어 내외로 한다.
7. 논문의 주제어(keyword)는 논문의 특징을 잘 반영하는 용어로 하며, 5개 내외로 한다.
8. 본 안내에서 언급하지 않은 논문의 체제 관련 사항은 미국심리학회 (American Psychological Association)가 제안하는 논문 작성법(APA Style)을 따른다.
9. 저자의 소속과 직위를 저자 주소(THE AUTHOR'S ADDRESS)에 표시하여야 한다. 소속 및 직위별 표시 사항은 다음을 따른다.

대상	표시 사항
대학 소속 교수(전임/비전임)	교수
대학 소속 강사	강사
대학 소속 박사후연구원	박사후연구원
대학원 소속 학생	대학원생
대학 소속 학생	학생
초중등학교 소속 교사	교사
초중등학교 소속 학생	학생
소속/직위가 없는 경우	성명만 표기

V. 논문 체제 기본 사항

1. 편집 용지: A4 (가로 210mm, 세로 297mm)
2. 용지 방향: 세로(portrait)
3. 여백: 위쪽 5.35cm, 아래쪽 6.35cm, 왼쪽 4.45cm, 오른쪽 4.45cm, 머리글 0cm, 바닥글 5.35cm, 제본 0mm
4. 글자체: 한글 바탕체 10pt, 영문 Cambria 10pt
5. 줄 간격: 고정 14.5pt

VI. 논문 체제 세부 사항: 전체 구성

<http://dx.doi.org/10.17154/kjal.2017.9.32.3.3>

[Cambria 8.5, 보통, 왼쪽]

[1줄 띄움]

Korean Journal of Applied Linguistics 32/3 (2017) pp. 3-20

[Cambria 9, 보통, 가운데]

[2줄 띄움]

The Effects of English Proficiency and Text Difficulty on Collaborative Dialogue

During Dictogloss* [Cambria 14, 진하게, 가운데]

[3줄 띄움]

Gildong Hong [Cambria 12, 보통, 가운데]

Hankuk University [Cambria 10, 이탤릭, 가운데]

[2줄 띄움]

[1줄 띄움]

It is well known that L2 learners' interaction during...(200단어 내외) [Cambria 9, 보통, 줄간격 고정값 12 pt, 양쪽 혼합]

[2줄 띄움]

Keywords text difficulty, collaborative dialogue, dictogloss / 텍스트 난이도, 협력적 대화, 문법받아쓰기 [Cambria 9, 보통; 양쪽 혼합/바탕체 9, 보통, 양쪽 혼합]

[페이지 나누기]

* This work was supported by the 2013 ooo University research grant. [Cambria 9, 보통; 줄간격 고정값 10 pt, 왼쪽 정렬]

[새 페이지에서 시작]
**영어능력과 텍스트 난이도가 문법받아쓰기 중
협력적 대화에 미치는 영향**

[바탕체 14, 진하게; 가운데]

[2줄 띄움]

홍길동(한국대학교) [바탕체 10, 진하게(보통); 오른쪽 정렬]

I. 서론 [바탕체 12, 진하게; 왼쪽 정렬]

[1줄 띄움]

학습자의 인지적 특성은 [바탕체 10, 보통; 국문 1자 들여쓰기, 양쪽 혼합]

[2줄 띄움]

II. 이론적 배경

[1줄 띄움]

작업기억 [바탕체 11, 진하게; 왼쪽 정렬]

[1줄 띄움]

학습자들은 문법을 판단할 때... [바탕체 10, 보통; 국문 1자 들여쓰기, 양쪽 혼합]

[1줄 띄움]

1) 개념 [바탕체 10, 진하게; 국문 1자 들여쓰기, 양쪽 혼합]

[1줄 띄움]

모든 참여자들은

[1줄 띄움]

표 1 [바탕채 10, 굵게; 왼쪽 정렬]

표 1 제목 [바탕채 9, 굵게; 왼쪽 정렬]

[바탕채 9, 보통; 줄간격 고정값 10 pt]

비고 여=여중생과 여고생; 남=남중생과 남고생. [바탕채 9, 보통; 왼쪽 정렬]

[1줄 띄움]



그림 1 [바탕채 10, 진하게; 가운데]

언어습득의 메카니즘 (Feher, 2010, p. 30) [바탕채 9, 진하게; 가운데]

[2줄 띄움]

참고문헌 [바탕채 11, 진하게; 왼쪽 정렬]

[1줄 띄움]

국립국어원. (2005). *외국인을 위한 한국어 문법1 - 체계편*. 서울: 커뮤니케이션북스. [바탕채 10, 보통; 내어쓰기 3자, 양쪽 혼합]

....

[2줄 띄움]

부록 [바탕채 11, 진하게; 가운데]

[1줄 띄움]

실험에 사용된 읽기 목록 [바탕채 10, 진하게; 가운데]

[1줄 띄움]

...

[2줄 띄움]

저자 소개 [바탕체 11, 진하게; 왼쪽 정렬]

[1줄 띄움]

홍길동은 한국대학교 응용언어학과 교수로 응용언어학의 여러 분야에 관심이 많다.

[바탕체 9, 보통; 양쪽 정렬]

[1줄 띄움]

... (2명 이상의 저자가 있는 경우 위와 동일하게 작성)

[2줄 띄움]

저자 주소 [바탕체 11, 진하게; 왼쪽 정렬]

[1줄 띄움]

홍길동 (교수) [바탕체 9, 보통; 줄간격 고정 12pt, 왼쪽 정렬]

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[1줄 띄움]

... (2명 이상의 저자가 있는 경우 위와 동일하게 작성)

[2줄 띄움]

논문 투고일자: 2019년 0월 0일 [바탕체 9, 보통; 왼쪽 정렬]

심사 접수일자: 2019년 0월 0일

게재 확정일자: 2019년 0월 0일

VII. 논문 체제 세부 사항: 문헌 인용

1. 직접인용 1

The researcher reported, "The EAP writing curriculum incorporate reading and analysis of major academic journal articles in the specific field to identify macro-level organization and obligatory 'moves' in conjunction with writing practice"

(Lee, 1999, p. 21).

2. 직접인용 2

Lee (1999) found that “The EAP writing curriculum incorporate reading and analysis of major academic journal articles in the specific field to identify macro-level organization and obligatory ‘moves’ in conjunction with writing practice” (p. 21).

3. 직접인용 3

Lee (1999) found the following:

The EAP writing curriculum incorporate reading and analysis of major academic journal articles in the specific field to identify macro-level organization and obligatory “moves” in conjunction with writing practice. (p. 21)

[문단모양: 왼쪽/오른쪽 여백 각각 2.5글자.]

4. 간접인용 1

Brown (1998) compared discourse styles ...

5. 간접인용 2

In a recent study of second language acquisition (Brown, 1998) ...

6. 저자가 2인인 경우

Smith and Takamoto (1997) argued that ...

In a recent study of SLA (Smith & Takamoto, 1997) ...

김근자와 고미영(1999)은 ...

최근의 연구(김근자, 고미영, 1999)에서 입증된 것처럼 ...

이것을 증명할 수 있는 실험적 연구에 대한 필요성을 강조하였다(김근자, 고미영, 1999).

7. 저자가 3~5인인 경우: 한국어는 '외' 또는 '등', 영어는 'et al.' 사용한다.

첫 인용: Jones, Benson, and Collins (1997) found that ...

In a recent study of second language acquisition (Jones, Benson, & Collins, 1997) ...

이 후: Jones et al. (1997) further argued that ...

In a recent study of second language acquisition (Jones et al., 1997) ...

8. 저자가 6인 이상인 경우

처음부터: Dresler et al. (1992) showed that ...

In a recent study of second language acquisition (Dresler et al., 1992) ...

9. 여러 연구들이 함께 있는 경우 괄호 안에 가나다 또는 알파벳순으로 배열한다.

이전의 연구들(김기석, 1987; 박문수, 정선경, 1983; 이진수 외, 1988)을 보면 ...

Previous research (Lass, 1992; Meyer & Sage, 1978, 1980; Nichols, 1987a, 1987b; Oats et al., 1973) ...

VIII. 논문 체제 세부 사항: 참고문헌

[호(號)수가 표기된 정기간행물의 논문]

김광수, 김덕규, 이승복. (1997). 초등 영어교사 양성 방안에 관한 연구. *영어교육*, 52(4), 395-424.

Carden, S. A., Wittenburg, A., Friedman, L., & Jones, T. (1991). Analyzing sentences with multiple accusatives. *Journal of Linguistics*, 38(2), 166-172.

[호(號)수가 표기 안 된 정기간행물의 논문]

Balmer, V. E., & Seige, A. (1987). Acceptability and diversity: Theory and research in experimental linguistics. *Annual Review of Applied Linguistics*, 22, 256-268.

[단행본]

백순근. (1998). *중학교 각 교과별 수행평가의 이론과 실제*. 서울: 원미사.
Huang, T. W. (1998). *Language in society: An introduction to sociolinguistics* (2nd ed.). Long Beach, CA: McGraw-Hill.

[편집된 단행본]

Jeremage, S. (Ed.). (1980). *Bilingual education: Teaching English as a second language*. Cambridge: Cambridge University Press.

[편집된 단행본의 논문]

Kart, J. (1989). Retrieving L2 data as an adaptive mechanism in communication. In P. K. Roger & D. Gregg (Eds.), *Handbook of applied linguistics* (pp. 742-775). Cambridge, MA: Harvard University Press.

[출판된 학술대회자료집(Proceedings)의 논문]

Larson, C. (1990). To decompose or not to decompose. In R. Brown & J. Gardner (Eds.), *Proceedings of the Third International Conference on Lexicon* (pp. 121-133). Austin, TX: University of Texas Press.

[포스터 발표(Poster session)]

Lee, S. (1993, January). Integrating LF into parsing softwares. Poster session presented at the annual meeting of the Linguistic Society of America, Chicago, Ill.

[미출판 학회 발표 논문]

Li, J. (1990, October). *Discourse and the control of context*. Paper presented at the meeting of the Society for Applied Linguistics, Cincinnati, OH.

[미출판 석사학위논문]

Newman, M. F. (1993). *Effective communication: A new model*. Unpublished master's thesis, Indiana University, Bloomington, IN.

[미출판 박사학위논문]

Olson, P. (1999). *Interpersonal communication and second language acquisition*. Unpublished doctoral dissertation, Sogang University, Seoul.

[잡지나 소식지에 실린 글]

Patterson, M. I. (1993, May 1). Reading the tongue. *The Experimental Phonetics*, 33, 21-25.

[대학의 미출판 원고]

Peterson, E. N., & Kim, S. (1995). *Coherence and academic writing: Some definitions and suggestions for teaching*. Unpublished manuscript, State University of New York at Buffalo.

[동일 저자, 동일 출판연도의 출판물: 제목의 가나다 또는 알파벳순으로 배열한다.]

Peterson, J. R., & Allison, K. (1996a). A study of ...

Peterson, J. R., & Allison, K. (1996b). Investigating ...

[비영어 단행본: 투고 논문을 영어로 썼을 경우]

Piaget, J. (1951). *La genèse de l'idée de hasard chez l'enfant* [The origin of the idea of danger in the child]. Paris: Presses Universitaires de France.

[비영어 저널 논문: 투고 논문을 우리말로 썼을 경우]

Van Dijk, U. (1985). *Biit ibozen van English in hot oblamden zoschrenden* [초등학교 영어 교육에서의 발음 지도]. *Pedagogik Studëm*, 28, 45-78.

[인터넷 자료]

인터넷 자료의 경우, 책이나 학술지 등의 양식을 따르고 그 뒷부분에 자료를 구한 인터넷 사이트 주소를 명기한다.

Iwasaki, I. (2008, December). Using student-made quizzes in the EFL classroom. *The Internet TESL Journal*, 14(12). Retrieved March 10, 2012, from the World Wide Web: <http://iteslj.org/Techniques/Iwasaki-Student-madeQuizzes.html>.

Guidelines for Submission and Manuscript

Updated: March 22, 2019

I. Content and Type of the Manuscript

Korean Journal of Applied Linguistics (ALAK Journal) invites articles on a wider range of topics in the field of applied linguistics. The topics may concern learning and teaching of English as a foreign or second language, and problems and suggested solutions related to the learning and teaching of Korean language. Topics related to language contexts other than classroom- and school-related issues are also considered for publication.

The acceptable types of articles are 1) empirical papers in which experimentation or survey has been conducted and original implications have been suggested, 2) review paper which has a clear topic and analyzes previous studies based on it, 3) theoretical paper which contributes to verifying and developing existing theories, 4) methodological paper which attempts to improve research methods in the field of applied linguistics and suggests a novel research method, and 5) case study paper which rigorously analyzes individuals or institutions, looking into problems and solutions related to English or Korean language education.

II. Submission and Publication Schedule

- Issue 1 (March issue):
Submission - December 31, Publication - March 31
- Issue 2 (June issue):
Submission - March 31, Publication - June 30
- Issue 3 (September issue):
Submission - June 30, Publication - September 30
- Issue 4 (December issue):
Submission - September 30, Publication - December 31

III. Compliance with Research Ethics Regulations

Authors submitting manuscripts to *ALAK Journal* should check in advance 'research ethics regulations' established and declared by the Applied Linguistics Association of Korea (ALAK). Authors also need to agree to accept measures following violation of 'research ethics regulations'.

IV. Submission of Manuscripts

1. The manuscript should be prepared with the Microsoft Word.
2. Manuscripts should conform to the relevant format of the submission guidelines of *Korean Journal of Applied Linguistics*, and if not, the manuscript may be returned to the author.
3. The length of the manuscript should not exceed 25 pages of *Korean Journal of Applied Linguistics*. When exceeding this limit, 10,000 won per extra page needs to be paid by the author. Authors accepted for publication are responsible for the publication fee in an amount fixed by the Association.
4. Manuscripts should be submitted to ALAK JAMS site (<http://alak.jams.or.kr>).
5. Authors need to provide the title of the article, the name(s) of the author(s) (including affiliation and position), email address, phone number (mobile preferred), and address (including the postal code).
6. The length of the abstract should be in 200 English words.
7. The keywords of the article should be about five terms and should be presented in terms that reflect the characteristics of the article.
8. The structure of the article not mentioned here follows the guide proposed by the American Psychological Association (APA Style).
9. Using the information in the following table, authors should identify their affiliations and positions.

Your Position	How to Identify Your Position
Professor (Tenured/Non-tenured)	Professor
Lecturer	Lecturer

Post-doc Researcher	Post-doc Researcher
Student at a Graduate Program	Graduate Student
Student at an Undergraduate Program	Student
Teacher at a Primary/Secondary School	Teacher
Student at a Primary/Secondary School	Student
N.A.	Name only

V. Specifications for Manuscripts

1. Paper Size: A4 (Width 210mm, Height 297mm)
2. Paper Orientation: Portrait
3. Margins: Top 5.35cm, Bottom 6.35cm, Left & Right 4.45cm,
Top Header 0cm, Bottom Header, 5.35cm, Binding Margin 0mm
4. Font: English - Cambria 10pt, Korean 바탕체 10pt
5. Line spacing: 14.5pt

VI. Detailed Specifications: Manuscript

<http://dx.doi.org/10.17154/kjal.2017.9.32.3.3> [Cambria, 8.5, plain; left-justified]

[1 line space]

Korean Journal of Applied Linguistics 32/3 (2017) pp. 3-20 [Cambria, 9, plain; centered]

[2 line spaces]

**The Effects of English Proficiency and Text Difficulty
on Collaborative Dialogue
During Dictogloss*** [Cambria, 14, bold; centered]

[3 line spaces]

Gildong Hong [Cambria 12, plain; centered] Gilsoon Hong**
Hankuk University [Cambria 10, italic; centered] Hankuk University

[2 line spaces]

[1 line spaces]

It is well known that L2 learners' interaction during focus-on-form tasks is influenced by many factors such as...(in 200 words) [Cambria 9, plain; fixed 12pt line spacing, justified]

[2 line spaces]

Keywords text difficulty, collaborative dialogue [Cambria 9, plain; left-justified]

* This work was supported by the 2013 ooo University research grant. [Cambria 9, plain; fixed 10 pt line spacing, left-justified]

** Gilsoon Hong: Corresponding author.

I. INTRODUCTION [Cambria 12, bold; left-justified]

[1 line space]

In response to the pedagogical implications... [Cambria10, plain; 1-pt first-line left indentation, justified]

[2 line spaces]

II. LITERATURE REVIEW

[1 line space]

1. Focus on Form through Dictogloss [Cambria 11, bold; left-justified]

[1 line space]

1) Background Questionnaire [Cambria 10, bold; 1-pt first-line left indentation, justified]

[1 line space]

All participants ...

[1 line space]

2) Test Taker Sound Files

[1 line space]

TABLE 1 [Cambria 10, bold; left-justified]

Participants of the Study [Cambria 9, bold; left-justified]

[Cambria 9, plain, fixed 10 pt line spacing]

Note. G = girl students; B = boy students. [Cambria 9, plain; left-justified]

[1 line space]

...



FIGURE 1 [Cambria 10, bold; centered]

Outcome of Dictogloss (Feher, 2010, p. 30) [Cambria 9, bold; centered]

[1 line space]

...

[2 line spaces]

REFERENCES [Cambria 11, bold; left-justified]

[1 line space]

Ahn, S., & Jung, I. (2004). Teaching English writing to middle school students through grammar dictation. *English Language Teaching*, 16(1), 131-155.

[Cambria 10, plain; 3-pt reverse indentation]

...

[2 line spaces]

APPENDIX [Cambria12, bold; centered]

[1 line space]

Top 20 Items with Correct Guesses [Cambria 11, bold; centered]

[1 line space]

...

[2 line spaces]

THE AUTHORS [Cambria 11, bold; left-justified]

[1 line space]

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[1 line space]

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[2 line spaces]

THE AUTHORS' ADDRESSES [Cambria 11, bold; left-justified]

[1 line space]

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....

[2 line spaces]

Received on December 26, 2019 [Cambria 9, plain; left-justified]

Reviewed on February 24, 2020

Revised version received on March 8, 2020

VII. Detailed Specifications: Citations

1. Direct Citation 1

The researcher reported, "The EAP writing curriculum incorporate reading

and analysis of major academic journal articles in the specific field to identify macro-level organization and obligatory 'moves' in conjunction with writing practice" (Lee, 1999, p. 21).

2. Direct Citation 2

Lee (1999) found that "The EAP writing curriculum incorporate reading and analysis of major academic journal articles in the specific field to identify macro-level organization and obligatory 'moves' in conjunction with writing practice" (p. 21).

3. Direct Citation 3

Lee (1999) found the following:

The EAP writing curriculum incorporates reading and analysis of major academic journal articles in the specific field to identify macro-level organization and obligatory "moves" in conjunction with writing practice. (p. 21)

[left and right margins, 15pt]

4. Indirect Citation 1

Brown (1998) compared discourse styles ...

5. Indirect Citation 2

In a recent study of second language acquisition (Brown, 1998) ...

6. More Than Two Authors

Smith and Takamoto (1997) argued that ...

In a recent study of SLA (Smith & Takamoto, 1997) ...

7. More Than Three and Fewer Than Five Authors: using 'et al.'

First citation: Jones, Benson, and Collins (1997) found that ...

In a recent study of second language acquisition (Jones, Benson, & Collins, 1997) ...

Subsequent citation: Jones et al. (1997) further argued that ...

In a recent study of second language acquisition (Jones et al., 1997) ...

8. More Than Six Authors

From the first citation: Dresler et al. (1992) showed that ...

In a recent study of second language acquisition (Dresler et al., 1992) ...

9. Within a parenthesis, arrange two or more works by different authors in alphabetical order by the first author's surname.

Previous research (Lass, 1992; Meyer & Sage, 1978, 1980; Nichols, 1987a, 1987b; Oats et al., 1973) ...

VIII. Detailed Specifications: References

[Journal articles with volume number]

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Peterson, J. R., & Allison, K. (1996b). Investigating ...

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Piaget, J. (1951). *La genese de l'idee de hasard chez l'enfant* [The origin of the idea of danger in the child]. Paris: Presses Universitaires de France.

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Van Dijk, U. (1985). Biit ibozen van English in hot oblamden zoschrenden [Teaching pronunciation in elementary English education]. *Pedagogik Studem*, 28, 45-78.

[Internet resources]

For Internet resources, the reference list is written following the rules for books or journals, with the site address specified at the end.

Iwasaki, I. (2008, December). Using student-made quizzes in the EFL classroom. *The Internet TESL Journal*, 14(12). Retrieved March 10, 2012, from the World Wide Web: <http://iteslj.org/Techniques/Iwasaki-Student-made-Quizzes.html>.