

Guidelines for Chapter Writing

1. Publishing house

Nowadays, there are so many publishing houses that scholars can certainly have their work published, even if it just their master's degree essays. So, whatever chapters we gather are guaranteed to form a book which is going to be published with an ISBN for sure. Of course, we aim at the best publishing house we can get, such as Cambridge Scholars, Multilingual Matters, etc. This depends on the quantity as well as on the quantity of the received chapters. So far, we have five chapter and some publishing houses have confirmed that they are fine to publish our book even with this amount of chapters, such as Simonelli Editore. But as mentioned above, we would like to aim as high as possible, and that is why we extend this invitation to you as well.

2. Title of the Book

To be confirmed, depending on the contributed chapters and the exact way that the publishing house will want to phrase it.

3. Focus

English as a Lingua Franca (ELF) with particular reference to the teaching and learning of English in various countries around the world.

4. Word count

The **word count** of the entire chapter should be 10,000 words, with a $\pm 10\%$, so between 9,000 and 11,000 words. For this word count, exclude anything which appears before the *Title of the Chapter* and after the *Conclusion* (see sections below).

5. Sections

The word count below may have a $\pm 10\%$ variation. So, for example, the *Biosketch* is supposed to be 200 words, or between 180 and 220 words. Also, because some scholars prefer to organise their writing by thinking in terms of pages, an approximate number of pages per section is also provided below. If you strongly believe that your chapter makes more sense if it has a different word and page allocation, send it over nevertheless, and this issue will be discussed afterwards.

Many of the sections below, in addition to the expected word count, also have an expected content. Surely, there is not any single one way to write a *Biosketch* or an

Introduction or a *Literature Review*, but this is an edited book which is going to include a lot of chapters, so for reasons of internal consistency a specific content had to be decided. Also, from my experience, it is better to save everyone's time by being clear as to what is in the editor's mind from the beginning, rather than to get back to the contributors asking something to make more and more changes again and again.

Biosketch – 200 words / less than ½ page.

The final position of the biosketch will be decided by the publishing house. Some publishing houses have a separate section for that matter, usually after the Forward or the Introduction written by the editor(s), some other publishing houses provide them after the name of the chapter author(s) or at the end of the chapter. In any case, this is not an issue at this stage. In your case here, just provide it in the beginning of your Word doc. before the *Title of the chapter*. Please, write it in the third singular e.g. "Bill Batziakas currently teaches at...", not "I currently teach at". Start with mentioning the degrees which you hold and which you would like to mention, then your significant teaching positions or research positions or publications, and finish with your current academic and professional interests. If there is a second author of a chapter, one more biosketch of 200 more words should be provided.

Title of the chapter

Make it comprehensive and indicative enough as to what this chapter is about.

Full name

It is up to you whether you will use your official first name or another first name which you prefer (e.g. a short version of your official first name). Also up to you whether or not you will want to put your surname first (as is often the case in some Chinese and other South-East Asian contexts).

Institution

Mention the institution with which you are currently associated. It is up to you whether you will use the institution in which you work or in which you study or both.

The aforementioned *Title of the chapter*, *Full name* and *Institution* should not appear in the chapter as headings of their respective content. Only their respective content should appear.

Acknowledgements

Up to 5 lines can be used to provide your acknowledgements, if the contributor wishes to provide an *Acknowledgements* section.

Abstract – 250 words / ½ of a page

A summary of the entire chapter.

Introduction – 500 words / 1 page

An opening to the general topic of the chapter (most likely, the spread of English around the world, etc.), followed by the specific content of the chapter (what sections will follow and what they will be about).

Literature Review – 2,000 words / 4 pages

For example, you can start with a review of the key issues and topics of your field (e.g. vocational studies, language learning strategies, or whatever else your chapter is about). Then, you can move on to how your field has been discussed in ELF (e.g. what other scholars have written about language learning strategies in ELF encounters). Here, you may find that your field has not been discussed extensively in ELF. So, as you can say, your chapter will set out to shed some more light for that matter. And you can continue with mentioning the particular research questions or objectives or hypotheses of this chapter.

Methodological considerations and decisions – 1,500 words / 3 pages

No matter whether your chapter will be a theoretical enquiry or whether it will report on an empirical research, it has to include this section. Remember that this book will be read by academics and other scholars from all over the world. Writing a chapter which used to be an assignment for a BA or an MA, without more effort to make it better and send it for the purposes of this book, most likely will not be enough. Especially if your chapter reports on an empirical research, you need to include at least the basic methodological information, such as whether your research belongs to the positivist or interpretive paradigm, whether you followed a quantitative or a qualitative approach, whether you adopted an ethnographic perspective or not, whether your piece of research is your own action research or whether it belongs to a bigger project or whether it was part of a research which you conducted for the purposes of another paper or a course in the past, etc, as well as you need to justify why you made these choices. Likewise, you need to justify e.g. why you chose to use questionnaires and not interviews, why you avoided attending any language classed to see how the participants actually use language or what the teachers actually do in the classroom, why you chose this cohort of participants over another, why you chose to administer your research at this school over another school, etc. In addition, you need to mention and justify how you analysed your data, e.g. by using a content analysis of the participants' responses to your open-answer questions, or a combination of Conversation Analysis and Critical Discourse Analysis of the naturally occurring oral discourse which you obtained by audio-recording your participants while using the language in their everyday life.

Findings – 5,000 / 10 pages

Some book chapters or journal articles in the field may have a section in which the authors are supposed just to analyse their data and another one to discuss them, or just one section for all the above (because e.g. it is difficult to draw the line between data analysis and discussion), and certainly another section for the implications of the findings (usually called 'Implications'). For the purposes of this book, just have one section called 'Findings', in which you will do all the above. The implications may have to do with how your findings can enrich the current ELT field in the context which you treated in your chapter. For example, if your chapter was about English language textbooks, you can explain how these can be enriched by somehow being interesting not only in English grammar, spelling, etc, but also in raising students' awareness regarding the way that English is used by other people in other countries and in other contexts (e.g. by exposing students to different accents, different sociopragmatic norms, etc).

Conclusion – 500 words

In academic writing, the *Conclusion* sometimes denotes the result of the author's previous argument (which means that no implications have been presented thus far), or just a final recapitulation of the main points of the author's argument until then (in which case the implications have been presented before). I would like to ask you to follow the latter. However, before that, I would like to ask you to start the *Conclusion* by acknowledging the main limitations of the chapter. For example, you can say that the research was conducted only in one school, that only 10 students were asked, and that only questionnaires were sent to them. Thus, you can continue with suggesting that it would be interesting and important for another scholar or you in the future to complement these findings with findings of a similar research which will take place in more schools, in which more students will participate, and for which data will be collected with more data collection instruments. After that, you may even mention the limitations of you as the researcher in this study, by mentioning issues of objectivity, etc. Having said that, reiterate that your research carries some weight nonetheless. After that, you can continue the *Conclusion* with a summary of the chapter. In that sense, this part of the *Conclusion* will be like the *Abstract* in terms of content and length.

References

The latest edition of the APA referencing style should be used (http://www.muhenberg.edu/library/reshelp/apa_example.pdf). Publishing houses sometimes have their own referencing style, but they decide on that and use it when they go through the final internal formatting of the book as whole. So, for the time being, just use the referencing style of the APA, but feel free to avoid including the doi of electronically downloaded journal articles.

Key terms and definitions

In this section, you are asked to provide 5 key terms and definitions. These terms should be the most basic ones which were used in your chapter (e.g. 'vocational studies', 'language learning strategy', 'motivation', etc.). Use the format "[Key term: its definition]". Some of the key terms provided here may be the same as the ones provided by other contributors in other chapters. That is fine. Just provide its definition according to how you understood it and how you used it in your chapter, and the other contributors may do the same for their chapters. The key term "English as a Lingua Franca" should be one of the five key terms.

Additional reading proposals

In addition to the *References* above, in this section you are asked to provide 20 reading proposals for the readers. Again, provide them according to the guidelines given in the section *References* above.

Appendices

Any appendix which you would like to provide can be provided here. For example, here you can provide the form of consent which you gave to your participants, the questionnaire with the questions which they answered, etc. Use the format e.g. "Appendix A" in the first line, and then "[Description of the appendix]", in the second line.

Footnotes

Provide footnotes and not endnotes, because it is easier for the readers to have a look at the bottom of the page which they are already reading. Footnotes are not compulsory.

Figures, tables, etc

Provide in the text and not in the end any figure, table, etc which you have used and which you believe that should go in the text. Other figures, tables, etc. can go in the end as appendices (see above).

6. Format

The final format will depend on the size of the book, etc. For the time being, prepare your chapter leaving 2.54 cm **margins** from the end of the side (that is the default setting of Word doc, so you do not have to do anything yourself).

The **font** should be Arial 12. But you can use Arial 11 for any tables. The title should be in Arial 14.

The paragraphs should be single **spaced**.

The **beginning of the line** should be the beginning of each paragraph, as well the beginning of each heading and sub-heading too.

The text should be aligned with the left margin (left **justified**). But the title should have a centre alignment.

There should also be one **blank line** between individual paragraphs, and two blank lines between a paragraph and the beginning of a new section (e.g. *Introduction* and *Literature Review*).

The headings and the sub-headings should be **numbered**, e.g. 1, 1.1., 1.1.1. But avoid further numbering, e.g. 1.1.1.1.

Have the paragraphs around 15 lines in **length**, unless there is any particular need not to do so, e.g. when they introduce a long quote which will be separated from the initial part of the paragraph.

7. Writing style

Spelling and vocabulary

Although an ELF perspective does not endorse any native or normative model when it comes to English language, some commonsensical considerations for reasons of consistency have to take place with regards to the writing of this chapter. Regarding spelling, with the two big categories of the so-called 'British English' and 'American English', it makes more sense for the '**British English**' spelling to be used in this

book, all the more as we aim at a British publishing house. Thus, opt for “s” instead of “z” (e.g. “familiarise”), for ‘mm’ instead of “m” (e.g. “programme”), etc. Do the same regarding vocabulary choices too, unless you report on a respondent’s actual words.

Gender-specificity

In current academic writing, it is also advisable to avoid using the gender-specific ‘he’, ‘she’, ‘his’ and ‘her’. It’s also advisable to avoid using ‘s/he’ or ‘he or she’ and ‘his or her’. Instead, put the noun of the sentence in the plural number and use the gender-neutral ‘they’. So, instead of “When a teacher studies abroad, he is...”, use “When teachers study abroad, they are...”. It is also advisable to avoid e.g. “When a teacher studies abroad, they are...”.

Formality

Considering the level of formality of an academic text such as a chapter expected for this book, it is better to avoid **contractions**. So, e.g. not “It’s” but “It is”.

For the same reason, it is better to avoid **‘that’** and instead to use ‘who’ and ‘which’. This also makes the text read better. For example, instead of using “The teacher also mentioned that he admires a colleague that is hard working”, use “The teacher also mentioned that he admires a colleague who is hard working”.

Likewise, avoid putting the **prepositions** at the end of the sentence. For example, instead of “This is a teaching practice he agreed with”, use “This is a teaching practice with which he agreed”.

Academic voice

In academic writing, avoid using **‘we’**, unless you write a co-authored chapter. So, e.g. avoid phrases such as “In this chapter, we will show that...”. Likewise, avoid “we” in order to include the readers too. So, e.g. no “As we see in this reference,...”.

It is also advisable to avoid **‘I’**, so try to avoid e.g. “In this chapter, I aim at showing that...”. Instead, assign a different agency and write something such as “This research study aims at showing that...”, or use a passive construction and write something such as “As it will be shown,...”. But you can leave “I” in case you mention something which is closely related to you as a researcher. For example, it is acceptable to write “Because at the time of writing of this chapter I was teaching at a high school, I decided to propose to my colleagues and my students to participate in my study”.

Use sufficient **reporting verbs** when it comes to reporting on your data, instead of presenting your data as representing any undeniable truth. For example, the sentence “81% of the teachers who participated in this study reported that they care both about the academic and the personal development of their students” is better than the sentence “81% of the teachers who participated in this study care about both the academic and the personal development of their students”. Respondents for a variety of reasons do report things which are not true, and also other things

operate below the level of their consciousness, so one should be careful and not to take anything at face value.

Closely related with the note above, be sure that you **hedge** enough instead of appearing absolutely certain about what you write. For example, it is better to write “Considering the above, it seems better for teachers to try to adapt their classes according to the needs of their students”, instead of “It is better for teachers to adapt their classes”.

*Many thanks for reading through these guidelines. Should you have any queries, feel free to email me at vasbatz@gmail.com (I am giving you my personal email address here, as I will move to another university teaching position soon, so my current university email address will discontinue). Needless to say, feel free to forward this Word doc. to any colleague of yours who may be interested in contributing by sending in a chapter.