

Dear Colleagues and Friends,

thank you ever so much for attending our conference and presenting papers that were crucial for its scientific success. Now it is time to put your hard work to good effect by means of a publication. Our wish is to edit a collection of essays that might rank among the most relevant contributions to the theoretical and applied research on the function of subtitled audiovisual materials in the acquisition of foreign languages. We are confident that you all share our expectations and we rely on your domain expertise and diligence in complying with our directions.

In order to meet the requirements of the publishing company and our scientific objectives, please follow the guidelines listed below while writing your contributions to the book.

As anticipated, the book, which will be a collection of essays on the Subject “Subtitles and Language Learning”, is meant to become an important publication. All the essays will be peer-reviewed. For this reason we are sending you the provisional structure of the contents and we recommend that you submit proposals that are coherent with one of the sections of the book. The deadline for submission has been extended to **10th January 2013.**

PROVISIONAL STRUCTURE

PART ONE

- **The function of subtitles in second language acquisition (experimental studies)**

The main objective of this section is to gather essays which highlight the rationale for the use of subtitled audiovisual materials in formal teaching/learning contexts (primary, secondary, tertiary education), and in non formal contexts (individual language learning for adult learners). We welcome proposals reporting theoretical research as well as applied studies testing the effects of subtitled AV materials on language learners in experimental or quasi-experimental studies.

PART TWO

- **Subtitling as an activity for language learning**

Learning via subtitling is the most updated audiovisual method for foreign language learning. By asking learners to add interlingual or intralingual subtitles to an audiovisual product, subtitling aims to cover the need for active learning. We welcome contributions on the rationale for the use of subtitling both in formal and informal language learning settings as well as proposals reporting on feedback from

language teachers and learners who have applied this method in their language learning environments.

PART THREE

- **Subtitles and language learning: The role of TV and the media**

This section will host studies on the quality of subtitles that is crucial in language learning contexts. It will also consider articles on subtitling trends, their impact on broadcast products and language policies across countries.

PART FOUR

- **The use of subtitled audiovisual materials in the foreign language classroom (practical experiences)**

This section will host case studies on the pedagogical function of subtitled audiovisual materials as teaching aids in formal language learning settings. We welcome contributions describing teaching / learning experiences with particular reference to articles including original materials developed by teachers and the motivations that guided their pedagogical choices.

AUTHORS ARE REQUIRED TO CONFORM TO THE FOLLOWING RULES.

If you are not a native speaker of English, please have your text checked by a native speaker before submission. Spelling should be British English consistently. Contributions should range between 5000 and 7000 words (including references). Number the pages progressively in the headings.

1. GENERAL STRUCTURE

- Your contribution must include:
Contributor's name: 12 pt, ranged left.
Contributor's affiliation: 11 pt, ranged left
Blank line.
- Title of contribution: 14 pt, ranged left.
Blank line.
- Abstract: 11 pt, ranged left (200 words maximum)
Blank line.
- Main text: 12 pt, justified.
Blank line.
- Footnotes
Blank line.
- List of references

Blank line.

- Appendices

The whole document should be written in Times New Roman. All headings and sub-headings should be in 12-point bold font and should be preceded by a blank line. Do not end a title or heading with a full stop. Capitalise only the first letter of the first word and of those words which the orthography of the language in use requires to begin with a capital letter. Never use justification for titles.

2. INDENTATION

Indent paragraphs (1 cm); however, there should be no indentation after section headings, a blank line, a table, a graph or an indented quotation;

3. FOOTNOTES

Keep footnotes to a minimum (no more than 3 per article). Whenever possible, incorporate information within the text rather than a footnote. Do not use footnotes for citing references. Type footnotes after the main text. Number footnotes consecutively throughout the manuscript. Number footnotes in text with Arabic numerals typed above, for example: as¹ etc.

4. REFERENCES

Your contribution must have a reference list, i.e. a list containing only the books, articles, and web pages that are cited in the text of the document. Please include in your reference list only works that have been cited in the main text of your contribution. Reference lists are arranged alphabetically by author. If you have more than one item with the same author, list the items chronologically, starting with the earliest publication. If you want to include two or more works written by the same author/s in the same year, differentiate them by adding a, b, c to the date of publication. For example:

Long, Michael 1983a. "Linguistic and Conversational Adjustments to Non-Native Speakers". *Studies in Second Language Acquisition* 5(2), 177-194.

Long, Michael 1983b. "Native Speaker/Non-Native Speaker Conversation and Negotiation of Comprehensible Input". *Applied Linguistics* 4, 126-141.

Please conform to the following norms:

i) monographs

Swales, John M. 1990. *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

Wächter, Bernd / Maiworm, Friedheim 2008. *English-Taught Programmes in European Higher Education. The Picture in 2007*. Bonn: Lemmens.

ii) edited books

Dijk, Teun A. van (ed.) 1997. *Discourse Studies. A Multidisciplinary Introduction*. London: Sage.

iii) articles in books:

Flowerdew, John 1994. "Research of Relevance to Second Language Lecture Comprehension – An Overview". In Flowerdew, John (ed.) *Academic Listening: Research Perspectives*. Cambridge: Cambridge University Press, 7-29.

articles in books with multiple editors:

Fortanet-Gómez, Inmaculada 2004. "Enhancing the Speaker-Audience Relationship in Academic Lectures". In Garces Conejos, Pilar / Gomez Moron, Reyes / Fernandez Amaya, Lucía / Padilla Cruz, Manuel (eds) *Current Trends in Intercultural, Cognitive and Social Pragmatics*. Seville: Editorial Kronos, 83-96.

iv) articles in journals

Mackey, Alison 1999. "Input, Interaction and Second Language Development: An Empirical Study of Question Formation in ESL". *Studies in Second Language Acquisition* 21(4), 557-587.

iv) internet addresses:

Please set Internet addresses into brackets. For example:

<<http://www.unipv.it/sllconf/>>

5. QUOTATIONS

If the quotation is fewer than 40 words, incorporate it into your paragraph and enclose the quotation in double quotation marks. Please remember that quotation marks and apostrophes should be rounded, not straight. For example:

Describing register variation in academic spoken presentations, Ventola observes that variation in field is perhaps "the easiest aspect to understand" as "conference talks on medicine may be organised differently than, for example, talks on linguistics, sociology, or history" (2002: 37).

If the quotation comprises 40 or more words, display it in an indented, freestanding block of text (11 pt), without quotation marks. Omissions should be signalled with three dots between square brackets. For example:

Fortanet-Gómez (2010: 261) observes that the degree of interaction might be a reflection of national, or even individual styles:

In some countries, university classes are mainly lectures delivered in large theatres in front of an audience of over 100 students, which often implies a very formal language characterized by high mitigation [...] and a distant attitude with scarce or no interaction.

For each quotation, include a complete reference in the reference list. Please remember that it is the author's responsibility to verify that all quotations are accurate since they cannot be verified by the editors.

6. CITATIONS.

All cited references should be checked against the original source (content, page number, year of publication). For each cited work, include a complete reference in the reference list. When referring to a text, indicate the surname of the author followed, in brackets, by the year of publication of the essay, colon, space and page number of the quotation. For example:

Malkiel (1959: 126) sees five types of semantic relationship [...]

Use one author *et al.* for more than 3 authors.

Give page numbers in full, do not use 'f.' or 'ff.'; always give the full author-date citation – do not use 'op.cit.', 'loc.cit', or 'ibidem'. When referring to several texts, please list them in chronological order. For example:

Attention has been paid to the diachronic evolution of English medical writing (Taavitsainen/Pahta 1995, 2004; Tardy 2004; Hall 2005; Gotti 2008; Taavitsainen 2009; Tyrkkö/Hiltunen 2009).

In the main text, meanings should be placed between single quotation marks, whereas highlighted items or items in languages different from the one of the paper are in italics. For example:

Concerning the semantic distinction between *wilfully* and *willingly*, we find that the Oxford English Dictionary provides the meaning of “deliberately [...] occasionally implying ‘maliciously’” for the former.

7. TABLES AND GRAPHS

All figures and tables should be referenced in the text, e.g. (see Figure 5). Please do not use relative indicators such as “see the table below”, or “in this table: ...”.

Text within tables should be ranged left. Do not use colour to indicate different values, but arrange the table and graph so that it is legible in black and white. Tables and graphs are to be numbered consecutively and be given titles. These should appear below the table/graph. For example:

<i>Column 1</i>	<i>Column 2</i>
ROW 1	ROW 1
ROW 2	ROW 2
ROW 3	ROW 3

Table 1. Example of table.

8. EXAMPLES

All examples should be numbered progressively (do not re-start in each subsection). For example:

(10) Now by either route you get the conclusion that the underlying means are the same between the two samples.

(11) And in fact the attorneys who defend most of these defendants will be attorneys hired by the insurance company.

We remind you that it is the author's responsibility to obtain any permission required for the use of material owned by others.

SUBMIT ALL MANUSCRIPTS AS A WORD FILE TO THE FOLLOWING ADDRESS: subtitles@unipv.it

Please write to us if you have any doubts.

Remember that all your articles will be peer-reviewed. In order to speed up the editing process, it is important that you comply with the guidelines and respect the deadline for submission.

We thank you for your collaboration and look forward to receiving your articles by **10th January 2013.**

Annamaria Caimi and Cristina Mariotti

Pavia, 11th October 2012