



## Guidelines for Publication

Articles submitted to *Revista Signos. Estudios de Lingüística* should conform to the following requirements. If there are not met, the review process will not take place.

1. Manuscripts should be written in Spanish or English and reviewed/edited by native speakers of those languages in case the author is not.
2. A PDF document containing the **Copyright** signed by all the authors should be attached to the article.
3. Use letter-sized paper, font Gill Sans MT, size 12, 1,5 interlinear space, and 3-cm margin. The length of the articles should not exceed 25 pages, including **References, Notes, and Annexes**.
4. Author should not be identified in the article. Manuscript should be accompanied by a cover sheet that include name of the author(s), their institutional address(es), and e-mail address.
5. The manuscript should have title, **Abstract**, and **Keywords** in Spanish and English. The **Abstract** should contain a maximum of 250 words on a single paragraph, i.e. no separate item. Should specify the goals of the research, the main theoretical and methodological aspects, and the most relevant findings and conclusions. It is advisable to include only the essential references. Five **Keywords** must be included after the **Abstract**.
6. The article may be divided into sections (and subsections, if necessary), appropriately entitled. The **Introduction, Conclusion, References** and **Notes** should not be numbered. Foreign words or phrases should be italicized and technical terms should be enclosed in single quotation marks.
7. The **Introduction** section should include a brief account of the state-of-the-art topics relevant to the article along with the focus of the research and a description of the theory underpinning the contribution. Explicitness of objective and a description of the way the article will account for it should also find a place in this section. This section should not include neither the theoretical nor the bibliographical support in detail.
8. Empirical papers should include, right after the **Introduction**, a section containing the theoretical framework and another containing the methodology, appropriately numbered and sub-numbered, if necessary.
9. A section where findings are presented and discussed should follow the method section. This can be done in two separate sections, if necessary, appropriately and entitled and numbered.
10. Tables, figures, and graphs should be appropriately numbered. In text-mention of this resources should be capitalized, accompanied with the corresponding number. For example, [...] as can be seen in Graph 1 [...]. Examples should be identified by numbers in parentheses and the word 'example' should be written in lower-case letters.
11. **Notes** should be placed at the end of manuscript, after the **References**. **Notes** should be added to provide information that cannot be included in the body of the article, in case it is absolutely necessary.

12. In-text citations should be enclosed in double quotation marks, and extensive citations (more than three lines) should form a new, separate paragraph. These citations should be placed in a margin greater than that of the text (2 cm from left margin).

13. Direct in-text citations should enclose the following: (author's last name, year, colon, and number of the cited pages). For three or more authors, use all the authors' last names in the first reference. In all subsequent references, use only the first author's last name, followed by 'et al'.

14. In-text reference to an author should enclose the following: (author's last name, year). If the work of two authors is mentioned, place the word 'and' between the last names when the references has not been made within parenthesis; when the references is in parenthesis, however, use '&'. For three or more authors, all the authors' last names should be mentioned in the first reference. In all subsequent references, only the first author's last name followed by 'et al' should be used.

15. All works cited should be included in the **Reference** section, and all the cited works in this section should appear in the body of the text.

## **Examples**

### **Journal articles:**

Peronard, M., Velásquez, M., Crespo, N. & Viramonte, M. (2002). Un instrumento para medir la metacomprensión lectora. *Revista Infancia y Aprendizaje*, 25(2), 131-145.

### **Book:**

Coulon, A. (1995). *Etnometodología y educación*. Buenos Aires: Paidós.

### **Section or Chapter of a book:**

Anderson, R. (1984). Role of the reader's schema in comprehension, learning, and memory. En R. C. Anderson, J. Osborn & R. J. Tierney (Eds.), *Learning to read in American schools: Basal readers and content text* (pp. 469- 495). Hillsdale, NJ: Erlbaum.

### **On line document:**

The reference should indicate either the date of publication or its most recent updating; if neither of these can be ascertained, then the search date should be indicated. The URL address should provide enough information to retrieve the document.

Gamba, A. & Gómez, M. (2003). *Sobre el discurso científico y las relaciones de género: Una revisión histórica* [on line]. Retrieved from: [http://mujereslibres.hypermart.net/ciencia\\_y\\_genero.html](http://mujereslibres.hypermart.net/ciencia_y_genero.html)

### **Published Proceedings of a Conference:**

Rosas, M. (2001). *Estructura de las clases de comprensión lectora en 5º y 8º año de Enseñanza General Básica*. Proceedings of the XIV Congreso de la Sociedad Chilena de Lingüística, Universidad de Los Lagos, Osorno.

### **Unpublished Dissertation or Essay:**

Soussi, L. (2004). *Módulos didácticos para el desarrollo de estrategias inferenciales correferenciales anafóricas en alumnos de 6º y 8º año básicos de escuelas rurales de Chiloé*. Unpublished master's thesis, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile.

Sabaj, O. (2004). *Comportamiento de los verbos abstractos en el corpus PUCV-2003*. Unpublished doctoral dissertation, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile.