

AUTHORS' GUIDELINES

Cross-Media Languages. Applied Research, Digital Tools and Methodologies is an international peer-reviewed academic journal that explores the intersection between research, critical reflection and educational practices, with particular focus on theoretical, methodological, experimental research for the application of digital tools and methodologies within the field of linguistics and language pedagogy.

The Journal is published annually with a strict *double-blind peer review* policy for original articles, reports of empirical studies, and case studies. The yearly volume will be monographic and includes the possibility for micro-theme inserts of no fewer than 3 papers. A 'Miscellaneous' section for articles of interest outside the Volume's reach may also be created. Special Editions are planned.

Languages for publication are: English, French and Italian. Articles presented in other languages must be approved by the Editorial Board.

FORMATTING GUIDELINES

Original manuscripts should be submitted in Microsoft Word format (.doc/.docx/.rtf) and should not exceed **35000 characters** in length (spaces included). Reports should not exceed **6000 characters** (spaces included).

The Editorial Board will send each blinded manuscript to two peer reviewers. Articles are accepted for publication only after passing the peer review process (minor amendments are accepted).

Reports will undergo internal evaluation by the General Editor and the Editorial Board.

Page Format: top margin: 2,5 cm; bottom margin: 2 cm; left margin: 2 cm; right margin: 2 cm.

Title: Times New Roman 14, bold, all caps, centred.

Author: Times New Roman, 12 points, small caps, centred. Followed by affiliation and e-mail address, Times New Roman, 10 points.

Abstract: 500 words, in Italian and English. Times New Roman, 11 points, justified. For articles written in languages other than Italian: abstract in English and the article's language.

Keywords: 5, separated by a semicolon. The last keyword is followed by a full stop. Times New Roman, 11 points, justified.

Section Heading: Times New Roman, 12 points, bold, justified, consecutively numbered with Arabic numerals.

Sub-section Heading: Times New Roman, 12 points, justified, consecutively numbered with Arabic numerals.

Body Text

Times New Roman, 12 points, single spacing, justified, indentation 1 cm. No spacing before and after the paragraph.

Short Quotations (under three lines)

Short quotations should be included in quotation marks («...»). Quotations within quotations should be included within double quotes ((«... “...”...»). Additions should be included within square brackets. Omissions should be indicated using three dots within square brackets: [...].

Block Quotations (longer than three lines)

Times New Roman, 11 points, indented 1 cm left and right, single spacing from the previous line, ends with a full stop. Do not enclose block quotations in quotation marks. Quotations within block quotations are indicated with double quotes (“...”). Additions should be included within square brackets. Omissions should be indicated placing three dots within square brackets: [...].

Figures, Tables and Graphs

Centred on the page, single spaced from the previous line. Each figure, table or graph should be captioned and numbered with Arabic numerals. If the manuscript contains more than five figures, tables or graphs, they will be put in a separate Appendix.

Bulleted or numbered Lists

Times New Roman, 12 points, single spacing, justified, with a hanging indent of 0.7 cm. 3-point spacing before and after.

Bio-note: Times New Roman, 12 points, justified. Maximum length: 200 words.

TYPOGRAPHICAL CONVENTIONS

Punctuation Marks

Punctuation marks should immediately follow the preceding word, and be followed by a space. The only exception are parenthesis, separated by a single space from the text outside the parenthesis, but not from the text inside the parenthesis.

Quotations

Quotation marks («...») are used for short quotations.

Double quotes (“...”) are used for quotations within (block) quotations.

Single quotes (‘...’) are used to distance oneself from an expression or to emphasise a word or a phrase.

Dashes

Please use:

1. the n-dash (-), not preceded or followed by a space, in compound words;
2. the m-dash (–), preceded and followed by a space, to indicate a sudden interruption in the continuity of a sentence.

Numbers and Dates

Page numbers should be indicated in full (120-122, instead of 120-22 or 120-2). Date format: dd.mm.yyyy.

Captions

Times New Roman, 11 points, centred, single spacing from the figure/table/graph. Numbered consecutively with Arabic numerals.

Figures: Figure x. N. Surname, *Title*, Place, Institution, Collocation. © Source.

Tables/Graphs: Table/Graph x. Schematic caption, Source: Institution year.

Footnotes

Times New Roman, 10 points, justified, with hanging indent of 0,3 cm. Footnotes should be only explanatory and should be numbered consequently using Arabic numerals. The superscript number should be inserted in the text before any punctuation marks.

Short References

American system: Author's name followed by date and page number, within brackets. In the case of two or more authors/editors, cite only the first author/editor, followed by *et al.* (italics). When citing two or more works by the same author/editor and with the same publication date, mark them with a letter of the alphabet (a, b, c...) immediately after the year of publication.

Examples:

(Shillingsburg 2017: 11)

(Jenstad *et al.* 2018: 22)

(Siemens *at al.* 2011: online)

(Massai 2004b: 13)

BIBLIOGRAPHY

Monographs

- Hirschsprug N., 2005, *Apprendre et enseigner avec le multimédia*, Hachette, Paris.
- Ferrari A., 2017, *Linguistica del testo*, Carocci, Roma.
- Calvi M.V. *et al.*, 2008, *Las lenguas de especialidad en español*, Carocci, Roma.
- Erne L., 2013a, *Shakespeare and the Book Trade*, Cambridge University Press, Cambridge.
- Erne L., 2013b, *Shakespeare as Literary Dramatist*, Cambridge University Press, Cambridge.

Translations

- Derrida J., 1995, *Mal d'archive. Une Impression freudienne*, Editions Galilée, Paris; transl. Prenowitz E., 1996, *Archive Fever. A Freudian Impression*, University of Chicago Press, Chicago.

Edited Volumes

- Hirsch B. H. (ed.), 2012, *Digital Humanities Pedagogy. Practices, Principles and Politics*, Openbook Publishers, Cambridge.
- Szoniecky S., N. Bouhaï (dir.), 2017, *Outils pour la modélisation de l'interprétation des archives numériques*, in *Intelligence collective et archives numériques: vers des écosystèmes de connaissances*, Londra, ISTE Editions.

Conference Proceedings

- Ciotti F., Grupi G. (eds.), 2012, *Dall'informatica umanistica alle culture digitali. Atti del convegno di studi (Roma, 27-28 ottobre 2011), in memoria di Giuseppe Gigliozzi*, Sapienza Università Editrice, Roma.
- Branca-Rosoff S., Fleury S., 2011, *Textométrie et analyse de l'alternance futur simple / futur périphrastique dans un corpus de français parlé parisien*, in Ponchon T, Laborde-Milaa I. (eds.), *Sciences du langage et nouvelles technologies. Actes du colloque 2009 de l'Association des Sciences du Langage*, Lambert-Lucas Limoges, Paris: 27-52.

Essays in Edited Volumes

- Erne L., 2021, *Introduction*, in Erne L. (ed.), *The Arden Research Handbook of Shakespeare and Textual Studies*, Bloomsbury, London/New York: 1-20.
- Caputo A., 2008, *La pubblicità come strumento glottodidattico*, in Cardona M., Ponzio A. (eds.), *Linguaggi, scienze, professionalità*, Pensa Multimedia, Lecce: 81-94.

Dictionaries and Encyclopedias

- Thomas V., 2008, *Shakespeare's Political and Economic Language. A Dictionary*, Bloomsbury – Arden Shakespeare Dictionaries, London.

Dissertations

- Blaisdell C., 1970, *Royalty and Reform: The predicament of Renée de France 1510-1575*, tesi di dottorato, Tufts University.

Articles in Journals

- Thompson P., 2013, “The digital natives as learners: Technology Use Patterns and Approaches to Learning”, *Computers & Education*, 65: 12-33.

Articles in Newspapers

- Anon., *Sentire l'inglese: parte il progetto per imparare la lingua all'asilo nido e alla scuola dell'infanzia*, in «Repubblica», 04.08.2021: https://parma.repubblica.it/cronaca/2021/08/04/news/infanzia_conoscere_l_inglese_gia_a_ll_asilo_nido_e_alla_scuola_dell_infanzia_-312926428/ (10.10.2021).

Websites and Web Resources

- Lancashire I. (ed.), 2018, *Lexicons of Early Modern English (LEME)*, Toronto University Press, Toronto: <https://leme.library.utoronto.ca> (10.10.2021).
- *Voyant Tools*, software sviluppato da S. Sinclair e G. Rockwell: <https://voyant-tools.org> (15.10.2021).