

# INSTRUCTIONS FOR AUTHORS

## 1. Scope and Editorial Policy

**SHIMMERING WORDS: Pedagogy and Research E-Journal** is an annual serial publication of the Institute of Languages Bernardo de Lugo O.P. of the University of Santo Tomás's Tunja section, whose objective is the dissemination of topics related to pedagogy such as teaching, pedagogy education, the processes of teaching and learning, the didactic and evaluative process and topics which articulate different areas of knowledge.

## 2. Process of Evaluation

**2.1 Reception** When the article is received by the editors of the magazine, the editorial committee informs the authors of the evaluation process; relatedly, there will be no cost for the evaluation, design or publication of the articles for the author.

**2.2 Acceptance** First, the received article is reviewed by the editorial committee, which will verify that it meets the magazines requirements; if the article meets the requirements of the first stage, the Committee will accept and initiate the evaluation process conducted by two expert peers from the field of the article.

**2.3 Evaluation by Peers** Second, the article is submitted for evaluation by two experts in the field of study, under the "double blind" criteria, which means that both the author and the reader do not know the identity of the other in order to guarantee and objective criteria during the process. The evaluators take into account the focus of the magazine, the form and background of the article, the originality and relevance, and will issue specific recommendations in accordance with their professional judgments.

**The evaluators will issue an evaluation based on the following concepts:**

**Publishable**, the article will go immediately to the editing process

**Publishable with modifications**, according to observations made during the evaluation process. In this case the author has 15 days to make the necessary corrections and resubmit it.

Not publishable, In this case, they will provide the author with the evaluation and reasons that the article was not accepted. The author can appeal the decision of the judges through a letter in which, he/she will explain their points; after which, the editorial committee will meet, discuss the points and will make a decision as to whether or not they can appoint a third evaluator or to reject the appeal.

**2.4 Approval** Once the other has presented the corrected article and the judges have given their verdict of approval, the editorial committee will verify the necessary corrections were made; furthermore, that the article will be reviewed for style, layout and for online

publication to the University's magazine page. During the style correction, the author will be told the proposed corrections and approve them prior to publication.

### **3. General Criteria for the Articles**

#### **3.1 Research Articles**

These articles are the result of a finished investigation, they contain relevant aspects such as: abstract, key words (5), introduction, problem being studied, justification, objectives, questions of the study or hypothesis, theoretical framework, methodology, development, results, bibliography and other aspects that are considered important to the field of study.

#### **3.2 Reflection Articles**

These articles contain an analysis of specific topics related with teaching and learning practices in diverse areas of knowledge, pedagogic reflection, literary analysis, studies about translation, analysis of pedagogic theories and problems in the field of education.

#### **3.3 Articles on Classroom Research**

These articles relate successful pedagogic experiences in the educational environment, expose problems and student and professor perceptions about topics addressed in the classroom, therefore, students and professors together, can write this type of article.

### **4. Specific Characteristics of the Articles**

**4.1 The authors of the Magazine Shimmering Words: Pedagogy and Research E - Journal** are teachers and expert researchers in some field of education and pedagogy, students accompanied by professors, philosophers, pedagogues, writers, psychologists, psychopedagogues; as well as professionals from different areas dedicated to education such as lawyers, singers, business managers, engineers, architects, doctors, biologists among others.

**4.2 Languages** The Magazine receives articles in English, French, German, Italian and Spanish.

**4.3** The articles should be between 15 and 22 pages with a maximum of 5000 words, with 1.5 spacing, arial font, 3 cm margin; they must be on letter paper (21.59 cm x 27.94 cm (8 1/2" x 11"))

**4.4 Bibliographies**, at the beginning of the articles, there should be a summary of the authors biography of no more than 50 words, including full name, professional training, research experience, institutional affiliations, field of study and email.

**4.5 Abstract and Key Words**, all articles should contain an abstract or summary, no less than 100 words, written in the language of the article, and in Spanish and English; five key words, in the same languages of the abstract, and they should describe the essence of the articles theme.

**4.6 Images.** Photographs, illustrations and graphics should be sent as independent files as jpg or tif, numbered and indicated in part of the text with which they should be included, they should have excellent resolution, each one with its respective footer describing its origin.

**4.7** In case the article involves third person opinions, it should state with authorization; in the case of students who participate in the development of the research, do not mention their names, refer to them as student 1 (S1), student 2 (S2), etcetera.

**4.8 Citation and Bibliography.** The citations inside the text, as in the bibliography should strictly follow the guidelines of APA's Sixth Edition, below are some examples:

### **Textual Citation**

- **When the citations are less than 40 words** written within the text, in quotes, the last name of the author and the publication year of the article at the beginning of the citation, and finish with the page number:
- Likewise, Schneider (2005) asserts about it: "Most stereotypes have both positive and negative features, and these may vary in terms of how tenaciously they are held and how likely they are to be developed for a given target. Different parts of the stereotypes are likely to be salient in different contexts" (p. 556)
- When articles have 40 words or more, write the text separately, with indentation, without quotation marks and without italics. At the end of the citation, within parenthesis, write the last name of the author, year and page number, separated by commas:
- Bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student's learning experience. Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the "real" language. (Tamo, 2009, p. 75)
- **A paraphrased citation** uses the ideas of the author, but in the words of the writer, within the text:

Hattie and Timperley (2007) maintain that an ideal learning environment occurs when both teacher and student work together to overcome learning difficulties

- **When there are two authors** their last names should be separated by 'y' in Spanish, or by "&" if in English.

According to Rothbauer & Paulette (2008), triangulation is seen as a research strategy that can reduce deficiencies caused by using only one method of inquiry.

- **Citations with three to five authors**, the first time that you cite the article indicate the last names of all the authors. Later cite only the first and add et al, followed by a period (et al.).

-Reimers, Mckemmish, McKenzie & Mark (2009) argued that it could be avoided through time

...(...) Reimers et al. (2009) thinks that it is very important to analyze the results before giving explanations.

- **A citation with six of more authors** is cited with the last name of the first author followed by et al, from the first citation

-Buitrago et al. (2010) points out that the microorganisms are part of the life evolution. (...) - (...), besides it is part of the study of reproduction and changes. (Buitrago, et al., 2010).

### Other types of Citations

**Corporate Author.** In the case of corporate authors put the name of the organization in place of a last name. The first time you cite the complete name and in parenthesis indicate the acronym. From that point forward, cite only the acronym.

The United Nations (UN, 2004)... the UN (2004) affirmed that...

**Anonymous Author.** When the author is anonymous, cite the first words of the title of the work and the year of publication. If the text is an article, chapter of a book or web page, write the words of the title between double quotations:

The report shows that the level of primary students has increased significantly, relative to the previous year. ("Annual Report," 2015)

**Citation of a Citation.** This occurs when you have access to a source of information through another. For example, if you are reading a book by David Nunan and the book cites an opinion by Brown H.D., cite:

Brown (as cited by Nunan, 2003) thinks that the learning of a language (...)

**Citation of a publication without a date.** In the event that the text does not indicate its date of publication, you must put the acronym "n.d" that indicates without date.

Barnett (s.f) says that knowledge acquisition is relevant in early ages.

**Direct Citation of material without pagination.** When the text does not include page numbers, you should put the number of the paragraph from which you are citing, accompanied by the abbreviation "par..."

Suggests a new “mark of reference that indicates the characteristics of learning” (Supplee, 2015, par. 5).

## **Books**

### **Book with Author.**

Brown, G. (2001). Teaching the spoken language. Cambridge: Cambridge University Press.

### **Books with Editor.** Last name, A. A. (Ed.). (Year). Title. City, Country: Editorial.

Bandura, A. J. (1986). Social Foundations of Thought and Action: A Social Cognitive: Paris, France: Editorial Katsos

### **Electronic Books.**

#### **Online.** Last Name, J.J. (Year). Title. Retrieved from <http://www.xxxxxx.xxx>

Hubbard M., (1993). Stages to systematize information. Retrieved from [http://www.nefstem.org/concept\\_card.htm](http://www.nefstem.org/concept_card.htm).

#### **DOI (Digital Object Identifier).** Last Name, A. A. (Year). Title. DOI: xx.xxxxxxxx

McKay, S. C. (2002). Teaching English as an international language. Doi: 20.1007/265-3-321-444889-8

### **Book Chapter**

Reference a chapter of a book when the book has an editor, meaning, that the book consists of chapters by different authors.

Last name, A. A., and last name, B.B. (Year). Title of the chapter or the cover. In A.A. Last Name. (Ed.), Title of the book (pp. xx-xx). City, Country: Editorial

Molina, V. (2008). “...it is that the students do not read or write”: The Challenge of the lecture and the writings in the Pontificia Universidad Javeriana de Cali. En H.

Mondragón (Ed.), Leer, comprender, debatir, escribir. The writing of scientific articles by university professors (pp. 53-62). Cali, Valle del Cauca: Sello Editorial Javeriano.

### **Periodicals (Journals)**

#### **Scientific Articles**

Buther G. (2013). Discipline-specific versus genetic academic literacy intervention for

university education: An issue of impact?. *Journal of Language Teaching*, 47 (2), 71-88 North - West University. Retrieved from:

### **Articles with DOI**

Huda, M. (2017). The use of authentic materials in teaching English: Indonesia teachers' perspective in EFL classes. *People: International journal of social science*. Doi: 2017.32.19071927.

### **Online Articles**

Xhaferi, B. (2010). Teaching and Learning ESP Vocabulary. *Revista de Lenguas para Fines Específicos*. p. 229-255. Macedonia: South East European University. Retrieved from: file:///C:/Users/USUARIO/Downloads/DialnetTeachingAndLearnigESPVocabulary-3410918.pdf

### **Other Publications**

Ceballos, M. (2013). Bilingüismo, una ventaja para explorar en Colombia. *Empleos, El Tiempo*. edición # 193, pp. 10.

### **Reports:**

Ministerio de Educación Nacional (2005). Informe deserción estudiantil Costa Atlántica. Recuperado de <http://www.minproteccionsocial.gov.co/>

### **Symposiums and Conferences**

Daza, M., y Ardila, L. (Julio de 2014). El bilingüismo en Colombia. En Lombardía (Presidencia), Análisis epistemológico en el contexto latinoamericano. V Congreso Internacional de Lenguas Extranjeras, Cali, Colombia.

### **Thesis and Graded Works:**

Avellaneda, J, y Calderón, C. (2012). Educación y cultura Latinoamericana en el contexto de Emancipación (tesis de pregrado). Universidad del Tolima, Ibagué, Colombia.

## **5. Submissions**

Articles should be sent by email to: [gladis.arias01@usantoto.edu.co](mailto:gladis.arias01@usantoto.edu.co) and [eliana.roberto@usantoto.edu.co](mailto:eliana.roberto@usantoto.edu.co), the articles must be completely original and should not have been sent simultaneously to other magazines or sources, during the review process of Shimmering Words: Pedagogy & Research E-Journal

### **6. Ethical Considerations**

#### **6.1 Considerations for Authors**

- The complete or partial reproduction of the writings of other authors without the correct citation, in accordance with APA standards, will not be accepted.
- The total or partial incorporation of your own already published texts is considered unacceptable, without making the appropriate citation, as that would amount to self-plagiarism.
- Authors must commit to making the corrections and requirements during the arbitration process and publication such as: incorporating corrections and suggestions made by the selected readers, to make style corrections if needed, so as to stick to editorial guidelines and complete said word within the terms agreed upon by the author and editor.

### **Considerations for Editors**

- It is the responsibility of the editor to contribute to the process of evaluation, editing and dissemination of the magazine, to be agile, appropriate and responsible.
- To help ensure that the processes of the magazine continue to improve.
- Ensure the quality of the articles and the processes of evaluation, editing and publication
- Commit to freedom of expression within the legal limits.
- To be ready to publish corrections, clarifications, retractions and apologies when necessary.

### **Considerations for Evaluators**

- They should commit themselves to evaluating only those articles with which they are considered to have sufficient expertise with the goal of doing an objective, pertinent and meaningful job.
- It is necessary to complete the established deadlines (20 business days) for the magazine with the goal of not delaying corrections, editing and publication
- You must respect the confidentiality inherent in your work as an evaluator and not reveal the author's information or the content of the article to third persons during and after the evaluation process
- Let it be known if you have some type of conflict of interest related to the article or research within the article that could affect your objectivity as an evaluator.
- Be objective during the evaluation of the work, to make constructive and respectful observations so as to not offend the author's sensibilities or the impartiality of the evaluation.