**Style sheet**

**Check whether the text follows the style sheet below. If not, correct what you can.**

1. **Font**: Times New Roman, the main text – font size 12 and abstract 11.

Long citations (11), examples (11), end-notes (10) and references (11).

1. **Title**: For the title use bold, font size 12, **single spacing.**
2. **Author**: The author’s name should be in italics and justified. (do NOT include the affiliation here – it is to be included in your bio note at the end of the article, see the template at the end of this style sheet).
3. **Section headings** should be in bold and numbered using Arabic numerals NOT followed by a full stop(e.g. 1; 1.1; 1.1.1). Capitalize only the first letter of the first word.
4. **Spacing**: Use spacing **1.5 for the main tex**t. For **abstract, long citations, examples, end-notes and references** use **spacing 1.**
5. **Margins**: standard A4 pages in single column format; the margins at the top, bottom, right and left set at **2.5 cm.**
6. **Paragraphs**: Indent paragraphs (1.25 cm). The entire text, including references must be justified with the exception of headings, which should be ranged left. Do not leave a blank line or any space between paragraphs.
7. **Notes**: avoid using notes, please, if possible. When using notes, use **end-of-text notes** rather than footnotes. End-notes should be numbered and in font size 10, placed after the main text and followed by references.
8. **Quotations**: Use **double quotes** for short quotations (3-4 lines), the quotation marks and apostrophes should be rounded. For long citations do not use quotation marks and use font 10.

**Single quotes** should be used for linguistic definitions. Highlighted items in the text should be in **italics.** Do not underline. Use italics for published book titles mentioned in the text.

1. Use **only one space between words** and after punctuation marks.
2. **Examples**: Examples should be numbered progressively (do not re-start in each subsection) and in italics,the discussed features within examples should be highlighted in bold, e.g.:

(14) *I* ***remember*** *that he went to London.*

Leave one blank line (single spacing) before and after numbered examples.

1. **Tables, graphs** and **pictures**: All tables, graphs and pictures should be in MS Word format, ordered numerically and have a caption underneath the table, graph or picture in font 10. In the caption capitalize only the first word. Leave one blank line (single spacing) before and after tables, graphs or pictures.

**Table 1: Number of occurrences of modal verbs**

1. In the text, spell out numbers **one - twelve** and all numbers in sentence initial position.
2. **Abbreviations** should be used sparingly and precisely

e.g. ‘for example’. Font: regular.

i.e. ‘in other words’ (*not* ‘for example’). Font: regular.

etc. ‘and the rest’, ‘and so on’, *etc*. Font: regular.

cf. ‘compare’ (*not* ‘see’). Font: regular.

c. ‘about’ (‘*c*. 1901’). Font: regular.

ibid. reference to the same secondary source. Font: regular.

et al. ‘and others’. The second word requires a full stop. Font: regular.

ad appears before the year, e.g. ‘ad 1000’

bc appears after the year, e.g. ‘800 bc’

& do not use – write in full: ‘and’, use & only in brackets

% do not use – write in full: ‘per cent’, use % only in brackets

Abbreviations that end with the same letter as the word they replace, (e.g. ‘Mrs’, ‘Mr’ and ‘Dr’) do not require a full stop in British English. Those that end with another letter do require a full stop, (e.g. ‘Prof.’, ‘etc.’, ‘pp.’). So, ‘ed.’ for ‘editor’ and ‘eds’ for ‘editors’ are both correct.

# Referencing

Check whether the reference list follows the instructions below. If not, correct the reference list. Pay particular attention to capitalization of books and small case in article/book chapter titles.

1. **In-text citation,** e.g.

Simpson (1985: 317) suggests that .....

Simpson (1985, 2005) argues that .....

The issue has been widely discussed .... (Thompson 1992: 56-58)

..... in the same context (ibid.: 51-56).

There are a number of studies ... (cf. Bazerman 1997, Bhatia 1998, 2004, Connor 2005, Biber et

al. 1999)

Connor and Thompson (2005) emphasize ...

These features have been investigated .... (Connor & Thompson 2005)

The schema theory (Rumelhart 1980, as quoted in Sinclair & Mauranen 2006: 37) ...

Please note that both sources must be listed in References, i.e. both Rumelhart (1980) and Sinclair and Mauranen (2006). This type of reference should be used sparingly, or avoided, if possible.

2. **Bibliographical references** are listed at the end of the contribution under the heading **References**. Please make sure entries correspond to the **authors really cited** in your paper. Do not include various other sources available on the topic but not mentioned in your article. Bibliographical info about the material you analysed (e.g. literary texts, political speeches) should be listed after references under the heading **Sources**.

***i ) books***

Halliday, M. A. K. and Hasan, R. (1989) *Cohesion in English*. London and New York: Longman.

Lyons, J. (1981a) *Language and Linguistics. An Introduction.* Cambridge: Cambridge University Press.

Lyons, J. (1981b) *Language, Meaning and Context*. London: Longman.

Richards, J., Platt, J. and Platt, H. (1998) *Longman Dictionary of Language Teaching and Applied Linguistics.* Hong Kong: Longman.

Simpson, P. (2004) *Stylistics.* London and New York: Routledge.

Svartvik, J. (ed.) (1990) *The London-Lund Corpus of Spoken English*. Lund: Lund University Press.

***ii) journal articles:***

Widdowson, H. (2000) ‘On the limitations of linguistics applied.’ *Applied Linguistics 21*(1), 3-25.

Widdowson, H. (2000) ‘On the limitations of linguistics applied.’ *Applied Linguistics 21*, 3-25.

Dontcheva-Navratilova (2012) ‘Lexical bundles in academic texts by non-native speakers.’ *Brno Studies in English 38*(1), 37-58.

***iii) chapters in books:***

Swan, M. (2000) ‘Focusing on the text and its key words.’ In: Burnard, L. and McEnery, T. (eds) *Rethinking Language Pedagogy form a Corpus Perspective.* Frankfurt am Main: Peter Lang. 103-122.

Thorhe, J. (1989) ‘What is a poem?’ In: Van Peer, W.(ed.) *The Taming of the Text.* London and New York: Routledge. 280-291.

***Article in an Internet database:***

Hovy, E. H. (1995) ‘The Multifunctionality of Discourse Markers.’ In: *Proceedings of the Workshop on Discourse Markers*. Egmond-aan-Zee, The Netherlands, Jan 1995. Online document. 11 July 2005 <http://www.isi.edu/~hovy/>.

**Bionote – follow the sample below, please:**

**Olga Dontcheva-Navratilova** is Assistant Professor of English Linguistics at Masaryk University, Brno, Czech Republic. She specialises in discourse analysis, stylistics and pragmatics, focusing on political and academic discourse, and is currently involved in the research project *Coherence and Cohesion in English Discourse*, the aim of which is to conceptualize coherence and cohesion as constitutive components of human communication and to explore features and strategies enhancing the perception of coherence and cohesion in different genres of spoken and written discourse. She co-edits the academic journal *Discourse and Interaction*.

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