**Standards for preparing scholarly texts for publication**

*Journal is edited according to the style of the American Psychological Association (7th ed.)*

**GENERAL REMARKS:**

* the text should be prepared in Microsoft Office Word (.doc or .docx)
* the body should be in Times New Roman (12 pts)
* the main title should be in Times New Roman (14 pts)
* the sections should be in bold (Times New Roman, 12 pts)

\*do NOT number the sections (or any other lists) in your article

* margins should be 2.5cm (standard Microsoft Office Words settings)
* the text should be justified and spaced 1.5cm
* the pages should be numbered (page numbers placed in the top right corner)
* each new paragraph should be indented (standard Microsoft Office Words settings)
* do not hyphen the words at the end of the line
* do not number the lists, please use hyphens to introduce new elements; add extra space after the list and not before

Use *italics* in the following examples:

* in-text citations, references (see “In-text citations” and “References” below)
* foreign words/ terminology
* your emphasis

\* do not underline or **bold** the text

**1) Affiliation**

Please make sure that your affiliation follows the structure below:

[Name and surname of the author(s)]**\***

[Institute / Department], [Department / Faculty], [University]

[Address of your institution including street, number and postcode]**\*\***

E-mail address: [e-mail address for correspondence]

ORCID: [ORCID link starting with https://]**\*\*\***

**\*** Please **DO NOT GIVE ANY ADDITIONAL INFORMATION**, such as, Ms, Mrs, Mr, M.A., PhD, Prof., etc.

\*\* Please **DO NOT TRANSLATE** the address of your institution.

\*\*\* Please **DO NOT END LINES** with the following: a comma [,], a semi-colon [;], a colon [:], a full stop [.].

***Example:***

**Difficulties in conducting research with the use of virtual reality (VR)**

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**ORCID: https://orcid.org/0000-0003-3758-2975**

**2) A structured abstract\* should have around 150-250 words and it should contain the following sections:**

◦ Aim. / Thesis.\*\*

◦ Concept. / Methods.\*\*

◦ Results and conclusion.

◦ Research restrictions. (optional)

◦ Practical application. (optional)

◦ Originality. / Cognitive value.\*\*

\* Please use **ONLY FULL SENTENCES** (i.e. with subjects and verbs).

\*\* Please **CHOOSE ONLY ONE OF THE OPTIONS** (e.g., either “Aim.” or “Thesis.”)

\*\*\* Please note that the aforementioned categories should be **in BOLD** and **end with FULL STOPS**

***Example:***

**ABSTRACT**

**Aim.** The aim of the research is to confirm whether the English-Polish literary translations present the tendencies characteristic of the postcolonial translation. These tendencies are understood as an emphasis on the source culture at the cost of the target culture (i.e. so-called foreignization).

**Methods.** The subjects of the study were 886 cultural elements retrieved from ten top-selling dramas translated after the year 2000. They are analysed with the application of Toury’s DTS method (1995, Descriptive Translation Studies) and the results are classified according to the list of translational techniques proposed by Hejwowski (2004) and Newmark (1988). The techniques are divided into three categories: foreignizing, domesticating, and sitting-on-the-fence.

**Results.** The analysis shows that there are more domesticating techniques (441 cases) than foreignizing ones (345 cases). The most popular foreignizing technique is transfer without explanation, whereas the most popular domesticating technique is recognised equivalent. It appears that certain types of cultural elements (e.g. names of the streets, brands, names) are strictly tied to relevant translational practices, whereas in some the translation relies solely on the translator’s preferences.

**Conclusions.** Even though the study considers the aspects of translation which are in the focus of the postcolonial researchers and it is not the first of its kind, it seems to be inadequate and it does not provide the answer to the research questions. The definition of the cultural elements in translation restricts the study to solely culturally-coloured words and the prevalence of domesticating techniques can be interpreted twofold.

**3) Keywords**

\* Please **DO NOT CAPITALIZE** the keywords (except for proper names).

\*\* Please **DO NOT END LINES** with the following: a comma [,], a semi-colon [;], a colon [:], a full stop [.].

\*\*\* Please write between **5 to 8** keywords.

***Example:***

**Keywords:** Translation Studies, foreignization, domestication, translation techniques, cultural turn, postcolonialism

**4) In-text citations**

**Author In-text citation**

1 author (Brown, 2000)

2 authors (Brown & White, 2013) \* **NO** COMMA before “&”

3-5 authors (Brown, Black, & White, 2015) \* **A** COMMA before “&”

6+ authors (Brown et al., 2018) \* **NO** COMMA before “et al.”

Same author, (Brown, 2015, 2016)

different years

Multiple sources (Kowalski, 2016; Lisowski, 2018; Malinowski, 2015)

1. Our study is framed by the theory of translational norms as proposed by Gideon Toury (1995) and Theo Hermans (1995). Apart from initial norms, Toury (1995) distinguishes two other types thereof: preliminary norms and operational norms.\*

**\*** When the author(s) are mentioned in the text for **THE FIRST TIME,** please use their

**FULL NAME AND SURNAME.** Later **USE ONLY the author(s)’ SURNAME(S).**

1. In his recent article “Researching Listening,” Larry Vandergrift (2010) stresses the importance of listening in the language classroom and claims that listening comprehension is by far the most difficult both to understand and to study. Along similar lines, in his book *Listening in the language classroom*, John Field (2008) states that, “a faddish commitment to an ‘integrated skills’ approach may result in listening being relegated to a hasty topic-driven session wedged between reading and writing, which tend to be regarded as more manageable skills” (p. 1).

**\*** Titles of **articles, short stories, poems**, etc. should be **in quotation marks** (e.g. “Researching Listening”); Titles of **books, monographs, and other stand-alone works**, such as **movies, journals, newspapers**, etc. should be **italicised** (e.g. *Listening in the language classroom*)

**\*\* Use double quotation marks** [“...”] and place commas [,] and full stops [.] **INSIDE** the quotation marks. **Other punctuation marks** (e.g., question marks [?], semicolons [;] or colons [:]) should be placed **OUTSIDE**, unless they are a part of the quote.

\*\*\* Use single [‘...’] quotation marks **INSIDE** double **quotation marks** [“...”] when you have **a quotation within a quotation**.

\*\*\*\* For **quotations longer than 40 words**, use **BLOCK** quotations (11 pts, Times New Roman, indent: 1.5cm) and omit quotation marks.

**5) References**

***Example:***

**REFERENCES**

Biernacki, M., & Dziuda, Ł., (2012). Choroba symulatorowa jako realny problem badań na

symulatorach [Simulation sickness as a real problem in research with simulators], *Medycyna Pracy, 63*(3), 377-388.

Boorstin, D. (1992). *The creators: A history of the heroes of the imagination*. New York: Random House.

Bryant, J. (1989). Message features and entertainment effects. In: J. J. Bradac (Ed.), *Message effects in communication science* (pp. 231-262). Newbury Park, Ca: Sage.

***Other examples:***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EndNote** | |  |  |  |  | | --- | --- | --- | --- | | **Reference type** |  |  |  | | **Reference list example** |
| **Book**  Author(s) of book – family name and initials. (Year of publication). *Title of book – italicised*, Place of publication: Publisher. | | |
| Book | One author | Boorstin, D. (1992). *The creators: A history of the heroes of the imagination*. New York: Random House. |
| Book | Two and more | Moir, A., & Jessel, D. (1991). *Brain sex: the real difference between men and women*. London: Mandarin.  Boorstin, D., Kowalski, A., & Malinowski, M. (1992). *The creators: A history of the heroes of the imagination*. New York: Random House. |
| Book | No author | *The CCH Macquarie dictionary of business.* (1993)*.* North Ryde, NSW: CCH Australia. |
| Book | Multiple works by the same author, published in the same year | Dawkins, R. (1996a). *Climbing Mount Improbable*. London: Viking.  Dawkins, R. (1996b). *River out of Eden*. London: Phoenix.  Order alphabetically by title in the Reference list. |
| Edited book | Edited book | Everson, S. (Ed.). (1991). *Psychology.* Cambridge: Cambridge University Press.  Friedman, S. L., & Wachs, T. D. (Eds.). (1999). *Measuring environment across the life span: Emerging methods and concepts.* Washington, DC: American Psychological Association. |
| Book | Book Series | Simons, R. C. (1996)*. Boo!: Culture, experience and the startle reflex.* Series in affective science. New York: Oxford University Press. |
| **Chapter in a book**  Author(s) of chapter – family name and initials. (Year of publication). Title of chapter – in single quotation marks. In: Editor(s) of book (Eds.), *Title of book – italicised* (page number). Edition, Place of publication: Publisher. | | |
| **Book section** | Chapter in an edited book | Bryant, J. (1989). Message features and entertainment effects. In: J. J. Bradac (Ed.), *Message effects in communication science* (pp. 231-262). Newbury Park, Ca: Sage. |
| **Dictionary or Encyclopaedia**  Author(s) of work – family name and initials Year of publication, Title of work, in Editor(s) of book (eds), Title of book – italicised, Edition, Publisher, Place of publication. | | |
| Dictionary | Dictionary or Encyclopedia | Wolman, B. B. (1989). *Dictionary of behavioral science* (2nd ed.). San Diego: Academic Press. |
| **Journal Articles**  Author(s) of journal article – family name and initials. (Year of publication). Title of journal article, Title of journal – italicised, Volume, Issue or number, page number(s). | | |
| Journal article | Journal article – one author | Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin, 50*(2), 126-148. |
| Journal article | Journal article – two to six authors | Skenderian, J., Siegel, J. T., Crano, W. D., Alvaro, E. E. & Lac, A. (2008). Expectancy change and adolescents’ intentions to use marijuana. *Psychology of Addictive Behaviors*, *22*.134-167. |
| **Web pages**  Author(s) of page – (person or organisation) Year (page created or revised), Title of page - italicised, viewed date-in-full, web address. | | |
| Web page | Web page - with author  with date | Devitt, T. (2001). *The Why? Files*. Retrieved May 1, 2012, from http://whyfiles.org/137lightning/index.html. |
| Web page | Web page - with author  no date | Devitt, T. (n.d.). Lightning injures four at music festival. *The Why? Files*. Retrieved January 23, 2002, from http://whyfiles.org/137lightning/index.html. |
| Web page | Web page - no author | |  | | --- | | *Behaviour modification*. (2007). Retrieved March 18, 2018, from http://www.educational-psychologist.org.uk/behaviour.html | |
| Web page | Web page – with doi | Senior, B. (2007). Inside management teams: Developing a team work survey instrument. *British Journal of Management, 18*(2)*,* 138-153. doi: 10.1111/j.1467-8551.2006.00507.x. |
| **In case of foreign language literature, please translate the title.** | | |
| Rexhaj, X. (2011). *Kualifikimi i mesimdhenesve te Kosoves pa shkeputje nga puna dhe standardet perkatese evropiane* [Qualifying Kosovo teachers job and the relevant European standards]*.* Prishtine: Punim ne doreshkrim.  Barakonyi, K. (2004). *Rendszerváltás a felsőoktatásban Bologna-folyamat, modernizáció* [Change of regime in tertiary education: The Bologna process and modernization]. Budapest: Akadémiai Kiadó.  Kolupayeva A.A. (2009), *Інклюзивна освіта: реалії та перспективи: монографія* [Inclusive education: realias and perspectives]. Kyiv: Академия. | | |

**6) Tables (font: 11 pts, Times New Roman)**

Tables and figures should be titled and placed in the text. The author(s) should comment on and discuss each of the tables or figures. It is necessary to provide the source for all tables and figures. If the table or the figure was prepared by the author(s), it should be stated in the source.

***Examples:***

Table 1

*Fit measures of the tested models (N = 542)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Model | *df* | **2 | **2/*df* | RMSEA | GFI | AGFI | CFI |
| 6-factor model | 89 | 296.16 | 3.33 | .066 | .94 | .90 | .94 |
| 5-factor model | 94 | 414.13 | 4.41 | .079 | .91 | .87 | .91 |
| 4-factor model | 98 | 1540.50 | 15.72 | .165 | .65 | .51 | .61 |
| *Note:* RMSEA, root mean square error of approximation; GFI, goodness of fit index; AGFI, adjusted goodness of fit index; CFI, comparative fit index. | | | | | | | |

*Source:* own research.

Table 2

*Correlation coefficients between the identity dimensions and external variables in Sample 2 (n = 162) and Sample 3 (n = 178)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ReEB | RuEB | CM | ReED | RuED | IC |
| Self-reflection | .41\*\* / .26\*\* | .28\*\* / -.13\* | .24\*\* / .02 | .36\*\* / .31\*\* | .12 / -.07 | 06 / 12 |
| Self-rumination | .14\* / .25\*\* | .46\*\* / .26\*\* | .11 / .09 | .03 / -.05 | .42\*\* / .29\*\* | -.11 / -.17\* |
| Self-esteem | .08 / -.01 | -.36\*\* / -.34\*\* | .10 / .15\* | .29\*\* / .29\*\* | -.31\*\* / -.31\*\* | .21\*\* / .33\*\* |
| Positive affect | .06 / .02 | -.27\*\* / -.40\*\* | .08 / .07 | .20\*\* / .45\*\* | -.20\*\* / -.41\*\* | .20\*\* / .37\*\* |
| Negative affect | .10 / .03 | .48\*\* / .29\*\* | -.05 / .03 | -.08 / -.21\*\* | .33\*\* / .29\*\* | -.16\* / -.17\* |
| *Note:* ReEB, Reflective exploration in breadth; RuEB, Ruminative exploration in breadth; CM, Commitment making; ReED, Reflective exploration in depth; RuED, Ruminative exploration in depth; IC, Identification with commitment. In each cell, the first coefficient is from Sample 2, and the second coefficient is from Sample 3.  \* p < .01; \*\* p < .001. | | | | | | |

*Source:* own research.

7) **Figures (font: 11 pts, Times New Roman)**

Tables and figures should be titled and placed in the text. The author(s) should comment on and discuss each of the tables or figures. It is necessary to provide the source for all tables and figures. If the table or the figure was prepared by the author(s), it should be stated in the source.

***Example:***

*Fig. 1.* Mean ranks in groups with different educational-professional context (Sample 1, *n* = 51; Sample 2; *n* = 162, Sample 3; *n* = 178; Sample 4, *n* = 49).

*Source:* own research.

**Should you have any additional questions, please consult APA Style Guide:** [**https://owl.purdue.edu/owl/research\_and\_citation/apa\_style/apa\_style\_introduction.html**](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).