

Title: A representative sentence of the submitted manuscript

Título: Una oración representativa del manuscrito enviado

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Abstract: The objective of the abstract is that you explicitly declare what you are going to do during your research, in which you must include the following information: Topic of the study, description of the study, objective of the study, main results, and main conclusions. These topics must be presented in a fluid, cohesive, and coherent paragraph, which must not exceed the 300 words. Remember that this is your presentation letter, therefore attempt do it concise and precise, in a way that it faithfully reflects the investigation. Below the abstract, there must be included the Key Words, which must not have been included before in the title, unless the word is nuclear among the investigation. Furthermore, try to select Key Words that further specify the thematic of the article. By doing this, the article will possess a broader range once published.

Key Words: Concise, explicative, specific, nuclear, do not include words from the title.

Resumen: El objetivo del resumen es que usted declare explícitamente qué es lo que va a hacer en su estudio, en donde debe incluir la siguiente información: Tópico de estudio, descripción del estudio, objetivo del estudio, resultados principales y conclusiones principales. Estas temáticas deben ser presentadas en un párrafo fluido, cohesivo y coherente, el cual no debe exceder las 300 palabras. Recuerde que esta es su carta de presentación, así que debe ser concisa, precisa, y debe reflejar fielmente la investigación. Debajo del resumen deben ir las palabras clave. Es recomendable que las palabras clave no hayan aparecido antes en el título, a menos que la palabra sea nuclear en la investigación. Procure que sus palabras claves especifiquen aún más la temática del manuscrito. De esta manera, el artículo tendrá mayor alcance una vez que esté publicado.

Palabras Clave: Concisas, explicativas, específicas, nucleares, que no repitan las palabras del título

INTRODUCTION

In the first paragraph of this section, you must introduce the main focus of your study. It is recommended neither to start broadly generalizing (i.e. discussing all linguistic lines), nor to be too much specific (i.e. establishing the hypothesis). Be sure of defining any used term that belongs to the specific field of study and indicate which your operational definitions are.

In the following paragraphs, you must build the case for your study. Explain what have been discovered in previous research regarding the same topic, describe what is the actual gap in this literature and explain how your study diminishes that gap (i.e. be sure to highlight how your study contributes with new findings in your area).

In the INTRODUCTION you must clearly explain the objective of your study.

At the end of your introduction, you must briefly describe your study's design in a way that it connects with the substantiation that you provided for the purpose of the study and leads to your hypothesis. Be sure to briefly review the substantiation for your hypothesis. Be aware of establishing your hypothesis without assuming that the reader will guess or assume what you are going to do with it. In addition, the objective of the study must be clearly declared.

Finally, the route that the article will have must be described by mentioning the sections to revise, attempting that the reader obtains a global panorama of what it is going to be read in your article.

1. Theoretical framework

In this section, the state of the art literature about the object or phenomenon in which your research focuses must be presented, as this section will become the foundations of the research. Because of this, the key concepts must be explained systematically, concisely, and precisely. It is highly important for this section to be strongly supported by direct quotes or references from different authors. Moreover, even though it is valuable to present seminal literature about the focus of the study, updated literature must also be presented (it must not be older than 10 years).

For direct quotes whose number of words is lower than 30, it must be included the author's last name, the year between parenthesis, and the number of the page from which you collected the quote. For direct quotes, whose number of words surpasses the 30 words, it must be detached from the main text, using a 2 cm. margin and 1,0 line spacing, and indicate both the year and the number of the page from which the quotes was extracted. As López (2016:72) points out:

“...it becomes important to detach the extensive quotations from the main body of a text, as it becomes more evident that the information is being extracted from a different source, which helps to make the investigation more transparent”.

It is important to note that the quotation marks must only be used to indicate quotes. In case of wanting to highlight key concepts of the research, simple quotation marks must be used.

To mention or use terms coming from another language, as using words in Spanish while writing in English, they must be written using italics. Book's titles must also be written using italics, whereas articles' titles or medium-length texts will be written using the standard format.

2. Methodological framework

In this section, the details of how the research was carried out must be described. You must provide the sufficient information for the readers to be able to replicate your study. Details that are not vital for the replication of the research must not be included (such as which kind of pen the participants used). In addition, based on this section, the readers should be able to evaluate how appropriate the methods that you utilized for the proposed hypothesis are. The section dedicated to methods could vary depending of the amount of sections that the author decides to include, being the most common the ones presented below. This section must be written completely in past tense. The use of tables to report important characteristics of the method or the time of the activities is allowed.

2.1 Participants/Corpus

In this section, it must be described who participated in your research, including the following information: candidate selection process, how the participants were compensated

for their participation, inform the deletion of data and the reasons behind this deletion, and describe the demographic data that are important for the study. In case an experiment with more than one condition was carried out, indicate how many participants were assigned to that condition.

In case of having worked with a corpus, in this section it must be mentioned the nature of the corpus (if it is professional, academic, among others), from where it was collected, which areas of knowledge it belongs to, and the main characteristics of the corpus to analyze.

2.2 Research design

In this section, the design of your investigation must be explained, including the following information: Which variables were employed/measured? How were they employed/measured? If an independent variable was used in the researched, you must indicate the levels of every variable and specify if they were manipulated/alterred either in or between subjects. This section can be combined with section 2.3, in which the materials employed are described and explained.

2.3 Materials

In this section, the materials employed during the research must be described. Stimulus, interviews, forms, surveys, and tests are some examples of materials that you can include in this section. It must be mentioned if the employed materials in your research come from previous investigations, including the corresponding quote. Besides, if you decide to add questionnaires, forms, or surveys, do not forget to include a brief description of them and the relevant statistics regarding their validity and reliability.

In case of wanting to include lists, it must be done in the following format:

- a) Listed element 1:
- b) Listed element 2:
- c) Listed element 3:

In case of needing to include examples, it must be done as the format of the example (1):

- (1) Write the example. In case of needing dialogues, the same protocol used for quotations must be used.

2.4 Procedure

In this section, the process of the research must be described in chronological order. It must be explained what the participants did and in which order they did it. It must be included a summary of the instructions of all the tasks that the participants received in the order in which they were both, received and carried out. If the experiments consist of two or more conditions, the differences between them both must be explained. Finally, it is highly advisable to show a part of the experiment as a figure.

If the research is based on a corpus, the steps that were carried out to collect, organize, and analyze it must be described in chronological order, as well as the materials utilized to carry out this task. The computational software used for the analysis must also be included, in case any of them were used. It is advisable to include a figure that shows the procedure of the analysis. Finally, if any procedure used in your research was previously utilized in another research, the quote must be included.

2.4.1 Sub-sub title

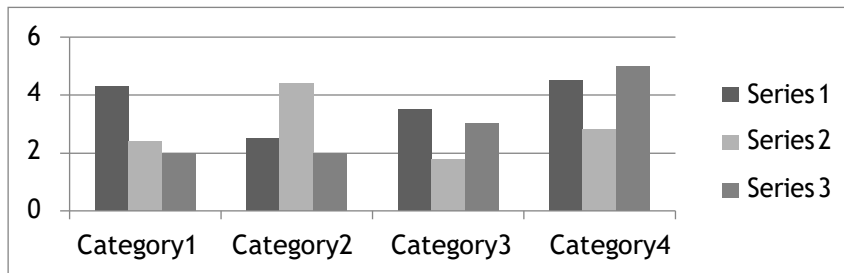
In case of wanting to divide a section with sub-titles adding other sub-titles, it must be done as the previous example '2.4.1. Sub-sub title' shows.

3. Results

This section must present the results of your research or experiment, attempting to describe the procedures that were done for the analysis of the gathered data. Along with this, you must inform about the result of your analysis. Be aware of the correct format to present your statistics and data. In addition, it is highly recommended for you to include tables and figures in this section. Below you will find an example of how to present a table, a graph, and a figure.

Table 1. Title of the table.

Factor 1	Factor 2	
	Condition A	Condition B
First	586 (231) 2.2	649 (255) 7.5
Second	590 (195) 2.8	623 (231) 2.5



Graph 1. Title of the graph.



Figure 1. Title of the figure.

4. Discussion

In this section, you must corroborate if the results of your research aligned or not with the hypothesis or thesis that you proposed at the beginning of your research. Mention specifically and rigorously which data and in which way they substantiate or reject the raised hypothesis.

In second instance, it must be compared and contrasted all the data and conclusions gathered in your research with the one obtained from previous investigations, and above all, with the research that you cited in the 'Introduction' and 'Theoretical framework' sections of your manuscript. Discuss if the results are similar or different and the reasons why they behave in that way.

In a third and final instance, if it is the case, the validity and reliability of your research must be discussed. You must mention if there were variables that could have altered your results. It is recommended, if the situation demands it, to establish eventual weaknesses of the study. Based on this, future investigations in the field of study can be projected.

Finally, the discussion is a less-rigid/more flexible section, where you have the freedom of discussing topics that you might find pertinent, as long as they are related with your research. Do not forget to finish your manuscript summarizing the contributions that your investigation brings to the discipline and field of study.

CONCLUSIONS

In this section, it is expected that you explicit those more relevant conclusions derived from your research.

BIBLIOGRAPHICAL REFERENCES

To cite an Article

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

To cite a Book

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

To cite an Edited book (Ed.)

González Ruiz, R. & Llamas Saíz, C. (Eds.) (2011). *Gramática y discurso. Nuevas aportaciones sobre partículas discursivas del español*. Pamplona: EUNSA.

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Bosque, I. & Demonte, V. (Dirs.) (1999). *Gramática descriptiva de la lengua española*. Madrid: España.

To cite a Book's section or chapter

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

To cite an Electronic document

Either the publication date or the date of the latest update of the document must be indicated. In case that neither one nor the other can be determined, it is necessary to indicate the date on which the search was made. In addition, the URL address must provide the enough information to allow the retrieval of the document.

Gamba, A. & Gómez, M. (2003). *Sobre el discurso científico y las relaciones de género: Una revisión histórica* [online]. Available at:
http://mujereslibres.hypermart.net/ciencia_y_genero.html.

To cite an Article or Contribution in CD format

McConnell, W. H. (1993). Constitutional History. Available at: The Canadian Encyclopedia [CDROM]. 1.1 Version. Toronto: McClelland & Stewart.

To cite a Presentation

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

To cite a Thesis

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*. Tesis de magister, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile.

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

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