

***Language Issues* Guidelines for Contributors**

Aim and scope

Language Issues is a part peer-reviewed journal where ESOL and community language practitioners and related professionals share ideas on language teaching and learning. The main focus of *Language Issues* is the exploration of the middle ground between academic research and classroom practice, including the:

- sharing of good practice in teaching, training and management
- dissemination of up-to-date information regarding current political and social issues related to the field
- promotion of educational research
- publication of conference reports and reviews of relevant books and materials.

Readership

The main audience is ESOL and community languages practitioners in the UK and elsewhere in the world, as well as scholars, teacher educators and other professionals, who are interested in the language and learning experience of language learners. All contributions published in *Language Issues* must therefore be relevant to their needs and interests.

Content and article length.

Language Issues has several sections and types of articles.

Peer reviewed articles: published and unpublished research, current studies and pieces of action research, analysis and discussions which relate theory to practice. Up to 5,000 words. Reviewed by two anonymous peer reviewers.

Articles: descriptions and discussions about teaching and learning, the subjects of ESOL and community languages, materials, language learners, policy, politics and other related areas. Up to 4,000 words.

Voices from the Classroom: a section with experiences from teachers, students and others on topics ranging from bilingualism to testing to poetry in the language classroom. Up to 4,000 words.

Interviews: with professionals from the field or related to the field of ESOL and community languages. Up to 3,000 words.

Reviews and reports: on books, websites, performances, conferences, projects and other events 1,000–2,000 words.

We suggest that reviews begin with an overview/ context for the book/ website, event etc. and develop the review from there, concluding with recommendations. For book reviews, after an introduction which gives a

context for the book, we suggest reviewers go through chapter by chapter, ending with some overall comments/ highlights and recommendations if any. We expect the book review to go beyond description and review the contents critically, situating in relevant practice/ literature. For example how useful is the book for ESOL professionals and why.

Research summaries: short introductions to research projects currently being conducted by teachers and researchers. Up to 1,000 words.

The word count includes the abstract, tables, appendices, acknowledgements, bio data and the list of references.

Articles should be written in a clear and accessible manner. Please indicate word count at the end of the article and include an abstract of no more than 200 words summarising your key points. For a research article, these would include purpose, methodology, analysis and conclusions/recommendations. For other types of articles (see Content above), the abstract could give an overview of the main points/ arguments and the conclusion. Titles should not exceed 50 characters, and should be clear and informative.

Support for writers

Authors will be given feedback and time to develop their work ready for publication. Peer reviewers will provide feedback to authors of articles for peer review. The Editorial Board will provide feedback to writers of non-peer reviewed contributions. New writers are welcome and support will be given.

Abstract

Please write an abstract of about 200 words summarising your key points including (as appropriate) purpose, methodology, analysis, conclusions and or recommendations.

Copyright

Authors will be responsible for obtaining permission for any copyright materials used in their articles. NATECLA cannot pay for any costs involved in such cases.

Copyright for individual contributions remains vested in the authors to whom applications for rights to reproduce should be made.

NATECLA retains the right to republish any of the contributions in a particular edition in future NATECLA publications.

Fees

There are no fees for authors.

Authorship

Unless otherwise stated, authors of multi-authored articles will appear in alphabetical order.

Acknowledgements

These should be brief and comprise no more than 20 words. Put them at the end of the article before the biodata.

Author's biodata

Biodata, including author's name and email address, should be added at the end of the article and comprise no more than 50 words.

Terms of acceptance

NATECLA does not return any copies of documents submitted for publication and it is advisable for contributors to retain a copy of their work.

All articles received for the peer-reviewed section of the journal will be submitted to the peer-review process, that is, sent to two independent reviewers. The decision to accept or reject a particular article will be based on their comments and is the responsibility of the Editorial Board.

The board reserves the right to request and to make changes, both in terms of content and format, as appropriate, in order to ensure clarity and consistency.

The editors will assume that any article submitted for publication has not been previously published or submitted for publication elsewhere. If your contribution is accepted for publication, NATECLA will send you free copies of the issue in which your article appears.

Correspondence

All contributions should be emailed to NATECLA National Centre
info@natecla.org.co.uk

Further writing conventions for authors

Titles

Titles should not exceed 50 characters, and should be clear and informative, to help readers identify the content.

They should be in the same font and colour as the rest of the article. Use a capital letter for the first word and proper names, otherwise stay in lower case.

Text

Use font size 12.

Do not indent headings and text.

Try not to insert an extra carriage return between paragraphs, if you can, insert vertical space after the para – use Format menu > Paragraph > Spacing after box (9pt is fine).

Use only one space between sentences.

Do not use underlining – use italics or other methods to show emphasis.

Do not use capitals.

Use black font throughout.

Headings and subheadings

Main headings should be in bold and larger font, e.g. font size 14.

Each sub-heading should be in font size 12 and on a separate line.

Left align headings; do not put them in the centre.

Please do not use any numbering or lettering for any of the headings.

Capitalisation: use an initial capital with the rest of the heading in sentence case where appropriate, e.g.

Research findings from City College

Evaluation of methods and approaches

Illustrations

All relevant illustrations (charts, tables, diagrams, photos etc) should be submitted as separate high-resolution graphics files with a minimum resolution of 300 pixels per inch at final size. If used over a column the minimum width should be 10.8cm, if used over a page width (with margins) the minimum width should be 14.1cm. The larger your file, the better!

JPEG is the preferred format, TIFFs are acceptable too.

Clearly label the illustrations with the figure or diagram number and title, e.g. Figure 1 ESOL learners' countries of origin in 2012

We working towards making Language Issues more accessible. You can add [Alt Text](#) to pictures and graphics in your articles. This helps people with visual impairments to understand this type of content. Screen reader users hear Alt Text when the text has a picture or other graphics.

Numbers and dates

Write numbers under ten in full and numbers over ten in digits, e.g. the questionnaire was sent to 54 students, but only seven responded.

Only four percent of respondents answered all the questions. 13% submitted a blank return.

Use an unspaced en dash between numbers e.g. 15–25 pages.
(An en dash is a longer length hyphen.)

Write dates as a number, e.g. 24 April 2014. There is no need to add 'st' or 'th'.

Web addresses

There is no need to include http:// when giving a web address. Start with www.

Ellipsis

Use the ellipsis character (or three dots if you don't know the keystroke combination for it) only when indicating missing text, e.g. Thus the learners generated "... narrative in interaction ..."

Quotations

Use single inverted commas for short quotations which form part of a sentence, also for quotations which form whole sentences. Quotations inside a quotation should be in double inverted commas.

Quotations which run for more than three lines do not need quotation marks and should be put in separate paragraphs with a single line space before and after them.

Footnotes and endnotes

Footnotes should all appear at the end of the article as endnotes. Please keep them to a minimum and ensure that they are in consecutive order with the superscript numbers in the relevant places.

References

In-text references should appear in the body of the article with the author's surname, the year of publication and page number in brackets, e.g. (Widdowson 2003: 69). Multi-authored works should include the names of all the authors in the first instance, e.g. (Grief, Meyer & Burgess 2007: 8) and (Nance, Mellar & Kambouri 2007: 31). Page numbers are needed for direct quotes only.

Subsequent citations should give only the first author followed by *et al*, e.g. (Grief et al 2007: 34).

A maximum of 20 references in one article is acceptable, but there should be no more than two references to your own previous publications.

List of references

All references should be listed in alphabetical order, providing full bibliographical details using the following format:

Bhanot, R. (2006) 'How to use jokes in class' *Humanising Language Teaching* 08/03 <http://www.hltmag.co.uk/may06/joke.htm> (accessed March 2007).

Celce-Murcia, A. (2001) (Third Edition) *Teaching English as a Second or Foreign Language*. London: Heinle & Heinle.

Cook, G. (1994a) *Discourse and Literature* Oxford: Oxford University Press.

Cook, G. (1994b) 'Repetition and learning by heart: an aspect of intimate discourse and its implications' *ELT Journal* 48/2: 133–141.

Department for Education and Skills (2001, last revised 2009) Adult ESOL Core Curriculum. London: Basic Skills Agency/DfES
<http://www.excellencegateway.org.uk/sflcurriculum>

Jenkins, J. (1995) 'Variation on phonological error in interlanguage talk' Unpublished PhD thesis, Institute of Education University of London.

Larsen-Freeman, D. (2001) 'Teaching Grammar' in M, Celce-Murcia (ed) (Third Edition) *Teaching English as a Second or Foreign Language*. London: Heinle & Heinle.

Roberts, C. (2004) 'Case studies in ESOL provision and learners' needs and resources' *Language Issues* 16/1: 2–7.

Wallace, C. (2001) 'Reading' in Carter, R. and D. Nunan (eds) *The Cambridge Guide to Teaching English to Speakers of Other Languages* Cambridge: Cambridge University Press.

Lists

When listing, do not use initial capital letters (unless the item is a standalone statement).

Do not use semi-colons after individual entries.

Put a closing full stop after the final entry.

See the list in **Aim and scope** at the beginning of this document as an example.

Presentation

Electronic submission of articles as email attachments is preferable. Articles should be in Word.

Thank you. Following the conventions outlined above helps us enormously with the copy editing and proof-reading processes.

Language Issues Editorial Board