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TESOL-SPAIN NEWSLETTER (ISSN 1575-8044) **SUBMISSION GUIDELINES**

The TESOL-SPAIN Newsletter is a refereed publication aimed primarily at teachers working in various educational sectors in Spain. Its purpose is to disseminate important information to TESOL-SPAIN members, to facilitate ongoing interaction between the membership, and to provide a forum to share ideas, research, and insights. To that end, the TESOL-SPAIN Newsletter seeks to involve TESOL professionals in discussions of the latest questions and issues.

We welcome contributions relating mainly to aspects of life in the classroom. TESOLSPAIN NL invites submissions in both English and Spanish in the following seven categories: articles, reviews (books/software materials), interviews, convention reports, descriptions of websites, lesson plans and useful teaching tips.

For more information about the style sheet plus examples for each category, visit our website or contact:

Elena Bañares, Director of publications at publications@tesol-spain.org.

1. SUBMISSION GUIDELINES FOR ALL DOCUMENTS:

Contributions should be sent as an e-mail attachment (in word) to Elena Bañares at publications@tesol-spain.org together with a cover letter that includes the following information:

- (1) The title of the contribution
- (2) The name(s) and affiliation(s) of the author(s)
- (3) Contact details: name, address of the author to whom correspondence should be sent, telephone number and e-mail (Please specify whether you are happy to have your e-mail address published with your contribution)
- (4) A brief paragraph of biographical information (50 words max. per author)
- (5) Pictures (optional). Think about how your contribution could be illustrated and send them as a separate .jpg document together with your contribution.

You may contact the NL Editor at any time to discuss possible submissions. We have a rolling deadline for submissions to the 3 yearly issues of our Newsletter which are distributed as follows:

WINTER Issue: January
SPRING Issue: June
AUTUMN Issue: October

1.1. FORMAT REQUIREMENTS

All submissions must follow the underneath criteria related to the format:

1. Title: 18 pt. Times New Roman, bold, centred.
2. Abstract: 10 pt. Times New Roman, italics, justified.
3. Headings: 14 pt. Times New Roman, bold, left-justified. Sections should be numbered.
4. Subheadings: 12 pt. Times New Roman, bold, left-justified. Subsections should be numbered.
5. Body text: 12 pt. Times New Roman, justified, single-line spacing. Moreover, paragraphs should be separated by one blank line.
6. Margins should be set based on A4 paper size.
7. Left and right margins should be set at 3 cm. and top margins should be set at 2.5 cm.

1. 2. REFERENCES

Any sources cited in your text must also be referenced at the end of your piece, using the following guidelines:

1.2.1. References in the text: All references should be included as parenthetical citations within the text (not as footnotes) in the following manner:

Thematic patterning has been the subject of a great deal of research on different text types; this research shows typical thematic patterning of texts as well as the usefulness of this patterning for writing students to analyze their own texts (e.g. Witte, 1983; Weissberg, 1984; Vande Kopple, 1991; Bloor & Bloor, 1992; Nwogu, 1995; Schleppegrell, 2000).

Shaw and Liu (1998: 247) suggest that there is a tendency for non-native speakers of English to “write in too ‘spoken’ a register, even if they speak in a register which is too ‘written’”...

1.2.2 List of references: All works cited in the text, and only those, should be listed alphabetically at the end of the manuscript, under the section heading References as follows:

Journal articles:

Shaw, P. & Ting-Kun Liu, E. (1998). What develops in the development of second language writing? *Applied Linguistics*, 19/2, 225-254.

Articles in books:

Hyland, K. (1999). Disciplinary discourses: writer stance in research articles. In Candlin, C. & Hyland, K. (Eds.). *Writing: Texts, Processes and Practices*. London: Longman, 99-121.

Books by author:

Cope, B., & Kalantzis, M. (1993). *The Powers of Literacy: A Genre Approach to Teaching Writing*. London: The Falmer Press.

Edited books:

Candlin, C. & Hyland, K. (Eds.) (1999). *Writing: Texts, Processes and Practices*. London: Longman.

Articles from the internet:

Oliver, R. (1999). Another look at genre in the teaching of writing. A revised version of a paper presented at the IFTE conference ‘The Power of Language’, Warwick, July 1999. Available online: <http://www.nyu.edu/education/teachlearn/ifte/oliver1.htm>.

Note: In titles of articles (in either books or journals) only the first word of the title and proper names should be capitalized. In titles of books, all major words should be capitalized. Please provide page numbers in the case of all articles from books and from journals, as well as the volume number (and issue number, if applicable) in the case of journal articles. When more than one publication place is provided for a book, give only the first one, e.g. 'London: Longman', not 'London & New York: Longman'.

1.3. GENERAL POLICIES

The following policies apply to all submissions:

- Since manuscripts are submitted for blind review, all identifying information should be removed from the body of the paper and should be included in the cover letter.
- You will receive an acknowledgment message when we receive your submission and you will receive another message with the results of the review.
- All TESOL-SPAIN NL authors receive a contributors' copy of the issue in which their work appears.
- The editor of TESOL-SPAIN NL reserve the right to make editorial changes in any manuscript accepted for publication for the sake of style or clarity Generally, if major changes are necessary, either the article will be returned to you for amending or the edited version will be sent to you for approval.
- The views expressed by contributors to TESOL-SPAIN NL do not necessarily reflect those of the editor, the Executive Board or Teachers of English to Speakers of Other Languages (TESOL-SPAIN). Material published in the TESOL-SPAIN NL should not be construed as having the endorsement of TESOL.
- Manuscripts submitted to TESOL-SPAIN NL cannot be returned to authors, so they should keep a copy for themselves.
- Authors of accepted manuscripts will assign to TESOL-SPAIN NL the right to electronically distribute their article, but authors will retain copyright and, after the article has appeared in TESOL-SPAIN NL, authors may republish their text (in print and/or electronic form) as long as they clearly acknowledge TESOL-SPAIN NL as the original publisher.

TESOL-SPAIN NL invites submissions in the following seven categories:

2. ARTICLES

Articles are accepted on a variety of topics of interest to our EFL members. Topics can range from specific classroom action research, to successful classroom techniques and practices, to a description of teaching conditions in a specific country or region, or conference papers. Solely theoretical, academic or specialised articles are not appropriate.

Articles should include all the information specified in section 1.1. and should have the following characteristics:

1. Be no longer than 2,000 words (including references, notes, and tables) and stand self-contained;
2. Include a brief abstract (approximately 40 words);
3. Include an introduction and concluding section or paragraph;
4. Use headings and subheadings;
5. Use bullet points (optional);

6. Pictures (optional). Pictures can lift a page, so we encourage the use of pictures to illustrate your article. They should be sent as separate “.jpg” files and their position in your document should be indicated by an “insert picture X here” statement;
7. Number of words at the end of the article.

For a sample of articles, check [this page](#).

3. REVIEWS

3.1. BOOK REVIEWS

TESOL-SPAIN NL invites succinct, evaluative reviews of professional books.

The Newsletter “For Review” section offers you a list of books which have been submitted by publishers for review. You should contact the Editor at publications@TESOL-SPAIN.org with your choice and the reasons why you consider yourself qualified to review it. Once accepted, TESOL-SPAIN should receive the book review within 3 months of the reviewer receiving the book.

TESOL-SPAIN NL cannot accept unsolicited reviews. If you would like to review a book or product of your choice, please write to publications@tesol.org concerning your book of interest before writing the review.

Book reviews should follow the format for articles as specified in the previous section and in point 1.1.

A book review should be around 1,000 words in length. It should briefly and objectively summarize the content of the book, and then provide critical commentary, including its lacks and its strengths. The review should discuss what the book offers to the literature on the main topic of the book and to the field of English language teaching, most importantly, to English language teachers themselves.

Book reviews should include the following information:

<p>Book title</p> <p>Author (year of publication)</p> <p>Publisher</p> <p>Total number of pages</p> <p>ISBN number</p>	<p>EXAMPLE</p> <p>Task-based Learning and Teaching</p> <p>Rod Ellis (2003)</p> <p>Oxford University Press</p> <p>pp. 387</p> <p>ISBN 0-19-442159-7</p>
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3.2. SOFTWARE REVIEWS

The initial section of your review should include the following information:

- Title
- Publisher and Contact Information
- ISBN
- Platform
- Minimum System Requirements for PC/Mac
- Support
- Target Language
- Target Audience
- Cost-Individual and Site License

The review itself should comment on the following although it is not necessary to identify each section separately.

1. Goal(s)
2. Language(s)
3. Level of Instruction
4. Content
5. Method
6. Visual Quality
7. Ease of Use
8. Support offered such as on-screen help to run software, on-screen help for language
9. Manuals and other technical assistance
10. Strengths and Weaknesses
11. Effectiveness
12. Overall Evaluation and Recommendation

For a sample of reviews, check [this page](#).

4. PUBLISHERS' CORNER

The purpose of these notices about recent publications in ELT and related fields is to broadly indicate topic and to point out likely points of interest to mentors, teacher trainers and teacher educators. Print size is noted only if unusual. Unless noted otherwise, an introduction, index and bibliography can be assumed to be present.

Dimensions are indicated only if exceptionally small or large. All papers are paperback unless otherwise stated. Please, send a picture of the book in jpg format together with the description (50-100 words).

Example:

TITLE: Double Dealing
AUTHORS: James Schofield & Evan Frendo
PUBLISHING COMPANY: Summertown Publishing
ISBN: 1-902741-53-6 (Student's Book)
Pub. Date: May 2006
Pages: 105pp
Price: 27€

Double Dealing uses case studies based on real events and enhances students' development of language and cross-cultural skills. Business tasks covered include presentations, negotiating deals, writing reports, mediating disputes, and writing sensitive emails; a written and spoken summary at the beginning and end of each of the 10 units allows students to follow the story, and review relevant vocabulary and grammar. With a separate teacher's book, busy teachers can dip into and choose material for specific skills in work situations. The student's book includes audio CD, and a detailed grammar section. Online self-study material includes listening, reading, writing and pronunciation activities.

5. REPORTS

TESOL-SPAIN NL also invites short reports (no longer than 500 words) on conferences or interesting experiences. The conferences or experiences are not limited to those sponsored by TESOL and the affiliates but should be relevant to the interests of TESOL-SPAIN members and our mission. So if you have been to a

professional conference recently or if you have had an interesting experience, write up what stands out in your mind about it, sessions, speakers, or setting and send a picture to illustrate the event.

For a sample of reports, check [this page](#).

6. INTERVIEWS

Interviews do not necessarily need to be done face to face, but can be done via e-mail (interviewer sends a list of questions to the interviewees who respond). There should be a short introduction, a photo, and then a short interview.

For a sample of interviews, check [this page](#).

7. TEACHERS' CORNER

The Classroom Corner is a very practical, ready-to-use part of TESOL-SPAIN NL which includes lesson plans, useful websites and useful tips for teachers to use in the classroom.

This section gives first-time authors the opportunity to reach the full TESOL-SPAIN membership; it takes a fresh approach to our classroom work and inspires us to look at what we do in a new way.

7.1. INSITES

If you have a favourite website that you use to prepare classes, download activities, or get information about the language teaching, please share it with other teachers in the *In Sites* column.

A suggested format is:

1. General description of the website
2. Specific features for different groups of language teachers/learners
3. Positive/negative aspects
4. Overall evaluation

For a sample of insites, check [this page](#).

7.2. LESSON PLANS

Your lesson plan should be no longer than 1500 words and should include at least the following information:

1. Info about teaching context (Obligatory education, university, academy...)
2. Relevant Subject (English grammar, literature, phonology, etc)
3. Grade or Level lesson is designed for
4. Lesson Title
5. Brief description (40 words max)
6. Objective
7. Actual lesson plan (Please use numbers to identify steps in the lesson. Make the lesson as clear and easy to follow as possible.)
8. Materials and technologies needed
9. Assessment

10. References

11. Cite any external references used in preparing this lesson

12. Provide links to any additional resources that could compliment this lesson plan.

Pictures and illustrations included with the lesson plan are welcome. Send pictures as separate “.jpg” files, indicating in the original where you want the file to be placed.

Lesson plans will be judged based upon originality, helpfulness, effectiveness, and creativity.

For a sample of lesson plans, check [this page](#).

7.3. WORKS4ME

Do you have an activity, a technique or classroom strategy that’s particularly effective with your students? A great tip for classroom management, organizing your time, or building classroom community? Please share it with us. We’re always looking to hear about your classroom successes! Describe the activity or technique in a short and practical manner (200 words max). Snapshots or samples of students’ work that clarify your ideas are helpful.

For a sample of teachers’ tips, check [this page](#).

Download Submission Guidelines. ISSN Number. ISSN: 2094-3938. Journal Index. 2020 Index. We are pleased to announce that ELSEVEIR (SCOPUS) has INDEXED the TESOL International Journal from 2018. Monique Berkhof Director E-Operations Elsevier B.V. Radarweg 29 1043 NX Amsterdam The Netherlands. TESOL Online. TESOL courses. Accredited Certification. Internationally accredited TESOL courses. All of our in-class, combined and online TESOL courses are internationally accredited. Over 30+ worldwide locations. All ITTT's TEFL & TESOL courses are internationally accredited and lifelong job assistance is provided to all ITTT's graduates. Apply Today! ISSN Is for Black, White, and Many Shades of Grey Regina Romano Reynolds, Director of the U.S. ISSN Center, Library of Congress, and Karen E. A. Ross authored an article published in *Serials Librarian* about ISSN and grey literature. This article discusses and provides examples of the types of grey literature in scope for ISSN and describes the bibliographic metadata about these resources created to support each ISSN assignment. USING HUMOUR IN THE EFL CLASSES: JOKES, TESOL-SPAIN Newsletter, vol. 26 (2) (ISSN 1575-8044); APAC Quarterly Magazine, n^o 48, 10-15 (ISSN 1137-1528). S. Montaner-Villalba. PDF. That's one reason that avails for its use in the classroom and maybe that's why they are also enjoyed by teenage students in Spain. De Felipe (1996) makes a suggestion for using these types of jokes: You might give out a two-liner joke to each student and get them to memorise them and then, find a "victim" to tell it to.