

TEACHING ENGLISH WITH TECHNOLOGY
www.tewtjournal.org
JOURNAL SUBMISSION GUIDELINES
JAREK KRAJKA, jarek.krajka@wp.pl
CHRIS ALEXANDER alexander.c@unic.ac.cy

Reviewing procedure for *Teaching English with Technology*

1. Each publication is reviewed by at least two external reviewers.
2. Since the language of publication is English, at least one reviewer is a native speaker of English.
3. At least one reviewer has a different affiliation country than the author.
4. The submissions are subject to the double blind review process.
5. Every care is taken so that there is no conflict of interest between the authors and the reviewers.
6. The review is made in a written form with a clear conclusion on acceptance or rejection of the submission.
7. The reviewing procedure and the reviewer file are published on the Journal's website at <https://www.tewtjournal.org/reviewing-procedure/>
8. The names of reviewers for particular issues are not revealed, instead, once a year, the aggregate list of reviewers for the entire volume is published.

Article: articles describing classroom practice or discussions of work in progress, being of immediate relevance to teachers, or articles presenting case studies

The Internet for ESP: practical discussions of Web-based activities/classroom ideas for the ESP environment

Lesson plan: plans of lessons done in the Internet or using computers, set in the reality of the education system, detailing the procedure, technical requirements, skills needed by students and teacher, together with URLs used in the lesson and any worksheets/checklists students are asked to complete

On the Web: discussions of websites having potential for organising Internet lessons around them or relevant in some way to the field of English language teaching and learning, articles concerning the use of Internet websites in the language classroom

Software: descriptions, evaluations and recommendations of widely available language learning software or articles pertaining to the use of software in language learning, articles detailing the use of software (language learning and others) in the process of teaching and learning English

A Word from a Techie: discussions of applications of computer programs to teaching English, outlining new possibilities given by software to the process of learning and teaching, explanations of technological issues, following a clear step-by-step procedure, making it possible for inexperienced readers to implement the solutions presented

1. **Length:** around 3,000 words of the text proper, without abstract, references, notes and appendices (except for lesson plans), we will consider longer papers

2. **Readers:** practical English teachers rather than academics, sometimes with little knowledge in the field, thus, the literature review should provide the basis on which the later development, applications and conclusion could be based

3. **Style:** be written in a succinct, disciplined and precise style; avoid the use of jargon and convoluted constructions wherever possible;

4. **Format:**

- Article: with an abstract up to 100 words, introduction, background literature review, discussion, practical applications, conclusion and implications for further research

- Lesson Plan: use the template below:

TITLE
by <author's first name and family name>
<author's affiliation and institution>
<city and country>
<email address>

Level:

Time:

Aims:

-
-

Resources/ materials:

Possible problems:

Procedure

1. Pre-stage (min)

- a)
- b)
- c)

2. While-stage (min)

- a)
- b)
- c)

3. Post-stage (min)

- a)
- b)

WORKSHEET:

- **On the Web, Software:** can be a review of a few websites or a single website, of some widely available computer software. In case of a review, please follow these guidelines:

SOFTWARE REVIEW GUIDELINES

I. General Description (in the form of points summary):

- publisher
- product type
- language(s)
- level (language, age)
- media format (CD-ROM, floppy, WWW)
- operating system (Windows 95, 98, 2000, NT, Mac OS, Linux, etc.)
- hardware requirements (IBM PC or Mac, CPU, RAM, hard disc space, video, sound, CD-ROM speed, additional equipment necessary – mouse, headphones, microphone, etc.)
- supplementary software (provided with the program: e.g., Acrobat Reader, Windows Media Player, QuickTime 4.0, plugins, etc.)
- price: (contact the distributor: single user, multiple copies, site license)

II. Detailed description (points or text):

- enumerate and present all features of the program
- briefly outline its capabilities (e.g., pronunciation practice with speech recording, vocabulary activities, annotating entries, etc.)
- make reference to other programs of this type from other publishers and emphasise features present only in this given program (if worth attention at all)

III. Evaluation:

- give good and bad points of the program, either in relation to other programs of this type or in relation to traditional resources (a book dictionary, a book encyclopedia, a coursebook)
- remember to give reasons why you think certain points are the advantages or disadvantages
- discuss the possible applications of the program in teaching/learning English (in the classroom with whole class, in the classroom for individual/group work, out of class in self study mode) – is the program flexible enough to be adapted to all these classroom groupings, or can it be used by individual students only

IV. Recommendation:

- say whether in your opinion the program brings some additional dimension, novelty to traditional learning/teaching, whether facilitates teacher's or students' work
- compare working with the program with working with traditional book materials
- say whether the program is worth buying, that is what is the relation between the pedagogical usefulness of the program, its multimedia capabilities, its content and the price

V. References:

- if applicable, give precise references to the works cited in the review, in the APA format,
- in case of online materials, give the exact and checked URL, together with the date of document retrieval

5. References

The most important aspect of references is to ensure that the references in the text and bibliography are consistent regarding spelling of names, correct dates, correct title etc. Examples are given below each description of how different references should be presented,

a) References to books must include:

- Author's name and initials, (Year of publication), Full title (in italics), Place of Publication : Publisher. Nation, I.S.P. (1990) *Teaching and Learning Vocabulary*. Boston: Heinle & Heinle.

b) Reference to an article must include:

- Author's name, and initials (Year of publication) Title of article. Name of Journal in italics Volume no (Issue no) : pages, or URL

Nagy, W., Herman, P. & Anderson, R. (1985) Learning words from context. *Reading Research Quarterly* 20: 233-53.

c) Reference to an article in a book must include :

- Author's name, and initials (Year of publication) Title of article. In Name of editor Either (ed.) or (eds).
Title of book in italics. Place of Publication : Publisher. pp. Pages.
Nation, I.S.P. (1993) Vocabulary size, growth, and use. In R. Schreuder & B. Weltens (eds.) *The Bilingual Lexicon*. Amsterdam: John Benjamins. pp. 115-135.

6. Citations to references

Citations should be given in the text by using the author's name and publication date (and page number where appropriate) in the style of Gardner (1987) or (Gardner, 1987) according to context. In the event that the author has had two or more works published during the same year, the citation and the reference should contain a lower case letter after the date to distinguish the works, e.g. Gardner (1987a).

7. Bibliography format: see the following for the example of proper referencing:

- Breedham, C., Bloor, M. (1989) "English for Computer Science and the Formal Realization of Communicative Functions." *Fachsprache, International Journal of LSP*, 11, 13-24.
- Curado, A. (2001) "Lexical Behaviour in Academic and Technical Corpora: Implications for ESP Development." *Language Learning & Technology*, 5, 106-29. <http://lt.msu.edu/vol5num3/curado/>
- Curado, A. (2002) "Tasks for Business Science and Technology English: Evaluating Corpus-driven Data for ESP." *English for Specific Purposes World, A Web-based Journal*, 1, 1-25. http://www.esp-world.info/Articles_1/tasks_author.html
- Flowerdew, J. (1993) "Concordancing as a Tool in Course Design." *System*, 21, 231-44.
- Luzón de Marco, M. J. (2000) "Collocational Frameworks in Medical Papers: A Genre-based Study." *English for Specific Purposes*, 19, 63-86.
- Ooi, V.B.Y. (1998) *Computer Corpus Lexicography*. Edinburgh: Edinburgh University Press.

8. Formatting requirements: see the following format

Title
by (author's first name and family name)
 (the institutional affiliation)
 (the city), (the country)
 (the contact email address)

Abstract

(up to 80 words, Times New Roman, 10 pt)

INTRODUCTION

(The text proper, Times New Roman, 12 pt)

Notes

(Times New Roman, 10 pt)

References

(Times New Roman, 10 pt)

Appendix 1

(Times New Roman, 10 pt)

9. Illustrating the text

It is possible to include additional pictures, graphics, screen shots, etc., and you can include tables.

10. **Linking:** because of the electronic format of the Journal, both Web-based and email-based, you are heartily encouraged to exemplify the ideas expressed by linking to Web sources. Just make sure the links are active, correct, and hyperlinks follow the standard format (underlined, blue, Times New Roman, 12 pt).

11. **Paragraphs:** line spacing 1,5 line; NO spacing before or after the paragraph

12. **Notes:** there can be notes, but only made as endnotes (due to the html conversion). Give the notes under the text proper but before the references. For each note, insert a bookmark with its unique number. Then, where the note should be in the text, give a number in square brackets [1] and hyperlink it to the relevant bookmark [1]

13. **Appendices:** if you like, you can include appendices after the bibliography. Insert bookmarks (e.g., appendixa) in the appropriate places. Make sure that in the text proper you make references as hyperlinks

14. **Numbering Figures and Tables**

Each figure and table should be mentioned in the text and should be numbered consecutively using Arabic numbers in order of appearance in the text for both figures and tables. The figures should be integrated into the text as much as possible rather than being inserted at the end of the document.

15. **Permissions**

It is the responsibility of the author to obtain written permission for a quotation from unpublished material, and for the reprinting of illustrations or tables from unpublished or copyrighted material.

No payment can be made by the publisher for obtaining any copyright required in order to use quotations or illustrations.

It is the responsibility of the author to obtain written permission for the use of any illustration which remains in copyright. The author must supply details of any acknowledgement that may need to be placed in captions.