

# Submission and writer's guidelines

## *Teaching Times*, the trimestrial magazine of TESOL France

The *Teaching Times* is a trimestrial magazine aimed primarily at teachers working in the various educational sectors of France; from young learners to *formation continue* (adult education) although others within the field – training managers, editors and publishers, in France or abroad - will also benefit from its content. Its purpose is to disseminate important information to TESOL France members, to facilitate ongoing interaction between members and to provide a forum for the sharing of ideas, research and insight into the world of English Language Teaching. TESOL France welcomes contributions in English that are practical or theoretical, from practitioners based either in France or abroad.

### General Policies

1. All contributors to the *Teaching Times* will receive a copy of the issue in which their work appears either in pdf or print format.
2. The editor reserves the right to make editorial changes to any manuscript accepted for publication for the sake of style or clarity. If major changes are necessary, either the item is returned to the author for him/her to amend or the edited version will be sent to the author for their approval.
3. Authors of accepted manuscripts will assign to TESOL France the right to electronically distribute their article, although authors will retain copyright. After the article has appeared in the *Teaching Times*, authors may republish their text (in print and/or electronic form) on the condition that they clearly acknowledge TESOL France *Teaching Times* as the original publisher.
4. Teaching Times belongs to a network of other ELT association publications that include but are not limited to ETAS (English Teachers' Association of Switzerland), BELTA (Belgium English Teachers' Association), ELTABB (English Language Teachers of Berlin Brandenburg), and ETAS (English Teachers' Association of Stuttgart). As such, we offer authors the possibility to allow their article to be published in one or more of these associations' publications after having appeared in *Teaching Times*. If, however, you do not want to make your article available for publication by these magazines, please tell the editor of TESOL France when submitting your article.
5. The views expressed by contributors to the *Teaching Times* do not necessarily reflect those of the editor, the Executive Committee or the TESOL France

membership as a whole. Material published in the **Teaching Times** should not be construed as having the endorsement of TESOL France.

6. Proposing an article for Teaching Times, (even following a call for submissions) in no way obliges Teaching Times to publish your article. Only articles that have been expressly commissioned by the editorial team are guaranteed to be published. However, if you respond to a call for submissions and your idea is then accepted by the editorial team, it will be published (unless extenuating circumstances prevent this: unacceptable content, content that has gone out-of-date, etc.)

7. Please be aware that we receive many submissions and have limited space in our magazine. Your article may appear in a future issue, not the one printed following your proposal. We do however, make every effort to see that all articles accepted are published within the year.

### **Submission Guidelines for All Documents**

Contributions should be sent as an e-mail attachment (Word document) to Christina Rebuffet-Broadus [Christina.rebuffetbroadus@gmail.com](mailto:Christina.rebuffetbroadus@gmail.com) together with the following information:

1. Contact details: *name, affiliation* (where appropriate), *email address*. (Please specify whether or not you wish us to print your email address in the magazine).
2. A brief bio (30 words only)
3. A headshot photograph of the author(s) (please don't send photos of you in your swimsuit, drinking a big beer, or anything else that is not professional)
4. Images (for authors wishing to include illustrations, which is optional)

Authors may contact the editor of the **Teaching Times** at any time to discuss possible submissions. There exists a rolling policy for submissions to the trimester issues of the magazine, distributed approximately as follows:

**Spring issue:** end May

**Fall issue:** end October (*just prior to and displayed at the TESOL France Annual Colloquium*)

**Winter issue:** end January (*follow up to the TESOL France Annual Colloquium*)

### **Format Requirements**

TESOL France does not insist on specific requirements in terms of font, size and style, etc. However the editor will use his/her judgement in terms of layout to select the most appropriate font and sizes, etc. according to the space available and the general layout of the magazine.

### **References**

Any sources cited in a text must also be referenced at the end of the article.

References should include: *author(s), publication title (title of article + page number + title of publication in which it appears), year of publication, publisher*

**TESOL France accepts submissions for the following text types (though not all types of articles are included in every issue):**

**An interview with...**

Interviews with a notable member of the ELT community, published in Q & A format. To date, these have included Jeremy Harmer, Steve Flinders and John de Jong. These will be commissioned by the editorial team.

**Word count:** 800 words

### **Activities**

Activities are more practical in approach. These range from discussion of successful classroom techniques and practices to photocopiable activity resources. These should be very practical and ready-to-implement in the classroom. TESOL France welcomes articles for the following sectors:

- o Primary (including Very Young Learners)
- o Secondary (*collège* and *lycée*)
- o Higher Education (*IUT*, universities, *Grande Ecoles*)
- o Adult Learning (in general)
- o Business & English for Specific Purposes
- o Testing & Exams (all levels)

This section of the magazine is given over to the exchange of effective, ready-to-use classroom or self study

activities: from a list of useful websites to a single activity or a complete 2 hour lesson plan. This section is great for experienced teachers who may be first-time authors (but of course activities from experienced authors are welcome too!) and gives them the opportunity to reach the entire TESOL France membership, enabling them to share their materials with like-minded teachers.

If providing a lesson plan, it should include the following:

- Target group (university, primary, etc.)
- Level
- Title
- Objective(s) / Rationale (30 words approx)
- Step-by-step plan of activity (please use numbers to identify the different stages.

Make the stages as

clear and user-friendly as possible)

- Materials / technologies required
- Links to any additional resources to compliment the activity
- Cite external references used in preparing the activity
- Pictures and illustrations to accompany the activity are very welcome.

**Word count:** 1000 words, but this can be negotiated with the editor depending on the material to be included

### **Meet the Pros**

This style of interview is aimed at local professionals based in France occupying positions in a particular aspect of the field. Examples include, the CEO of a foreign language bookshop, Director of Studies of a language school and the Paris based representative of a well known ELT publisher.

The 'interviewer' should send a list of 6-10 questions to the editor who will then assume responsibility for the interview, liaising with the interviewee, either face-to-face or by email. If you are based in France and occupy a position in a particular aspect of the field, please feel free to volunteer to be interviewed. Interviewers will be selected by the editorial team.

**Word count:** 800 words approx (including questions)

### **Teaching Tidbits**

A collection of 3-5 short activity ideas. You can offer to write all 3-5 activities or volunteer just to submit 1 or 2. This is a great section to try for if you are a new writer or new to Teaching Times. The aim of this section is to give teachers quick-to-set up activities that can be implemented easily. Think of those discussions you have in the staffroom where colleagues give you little tips and a few quick instructions on how to implement them and you've got the idea of this department!

These activities, due to their brevity, cannot include graphics.

**Word count:** 100-250 words per activity; 600-800 words for the whole department

### **Technology**

These articles address issues and activities that involve using technology in the classroom. Technology articles can include practical advice on using technology, such as a step-by-step article on how to set up and implement technology-based work with your students. Technology articles can also be more theoretical, exploring the benefits and drawbacks of using technology with learners. If writing a Technology article that explains how to use a website, tool, etc. please include screenshots to give readers a better idea of what you are describing in your article.

**Word count:** 1000 words

### **Skills**

These articles specifically address one of the four skills:

- reading
- writing
- listening
- speaking

These articles can include practical activities but these should not be the dominant focus of the article. A Skills article could include theory and ideas relating to the skill chosen, a discussion of issues and developments in teaching the skill, techniques for helping learners develop the skill, etc.

**Word count:** 800 words

### **Systems**

These articles specifically address one of the four skills:

- discourse
- grammar
- lexis
- pronunciation / phonology

These articles can include practical activities but these should not be the dominant focus of the article. A Systems article could include theory and ideas relating to the system chosen, a discussion of issues and developments in teaching the system, techniques for helping learners improve in this area of language, etc.

**Word count:** 800 words

### **Meeting Reports**

The *Teaching Times* would be interested in receiving articles from delegates who have recently attended a conference or workshop as a means of sharing the experience with other members not fortunate enough to attend. Such events are not limited to those organised by TESOL France but should be of relevance to its members. The reports should as far as possible be written in an engaging style. Authors are encouraged to write about what stands out in their mind about the experience, sessions, speakers or setting rather than just reporting on what happened. Photos of the event to illustrate the article are highly encouraged.

**Word count:** 500 words max

## **Reviews**

### **1. Recent materials**

TESOL France invites succinct, positive reviews of professional materials or websites new to the ELT market.

### **2. Stand-by Classics**

The editor welcomes short descriptions from members of their all time favourite ELT books, even if they are not new. Remember that just because they are old and familiar to you, they may be new to someone reading our magazine!

All book reviews should include the following information:

- Book title
- Author
- Publisher
- Year of publication
- ISBN number

We aim to have at least one recent publication reviewed in every issue in which Reviews are published.

**Word count:** 350-450 words

Should you have any questions, please contact the editor Christina Rebuffet-Broadus at [christina.rebuffetbroadus@gmail.com](mailto:christina.rebuffetbroadus@gmail.com).

Happy writing!

*Updated 10 July 2014*