General Overview of Journal:

This journal has been in publication since 1946. It provides an outlet for professionals, teachers of English as a second language and theorists to come together and discuss current issues in the field, and the ways that the English language is taught and learnt throughout the world. As the website states very clearly it wants to “bridge the gap between the everyday practical concerns of ELT professionals and related disciplines such as education, linguistics, psychology, and sociology that may offer significant insights.”

This journal is published four times per year, and each issue seems to have an underlying theme to the articles.

Within the last few years the kinds of articles published in this journal address issues like, how to improve our teaching of writing through self-evaluation, and reviews of recent books published in the field of how to teach writing. IN another issue the focus was more on the oral and listening part of teaching English and the use of different media in order to expand the context in which the students were learning English as well as how to use the internet more effectively, and further how to address different needs in regards to vocabulary, why the student is learning English, is it for academic purposes, or business, this significantly changes the focus of the class. These were the concerns addressed in 2003, in 2004 the articles are focused again, on the change within the discipline, how are we teaching, what kinds of resources are we using and are we using them most effectively, or too much. These articles are moving ahead and looking also at the changing reality of the world, how globalization is changing how we teach English, who speaks English and who is teaching English and the resources available. In 2005 the articles are focusing on how teachers of English as a second language are trained, using

new techniques like teaching grammar through spoken lessons rather than using
traditional grammar teaching through rote memorization and written work. Also, there is
a growing concern with testing and how the tests are being given and how to measure
competency in the language, and possible changes are being proposed.

The trends then in this journal is the contributors are constantly reviewing what it
means to teach English as a second language, how they are teaching, self-evaluation and
how to grow and change with technology and use new techniques effectively. The journal
is also concerned with addressing issues that are facing all teachers in regards to how
technology is used in the classroom and by the student, addressing issues like search
engines, and plagiarism. Overall this journal is a very useful and helpful tool for those
who are teachers of ESL, it provides great insight into lesson planning, new techniques
and the issues facing the discipline today; a truly useful resource.

Special feature:
On the website for this journal is a section entitled Key Concepts, this is a list of concepts
discussed within the articles that help to keep the reader current with the trends and
changes happening in the field, each term is linked to the article(s) that apply to it.
According to the editors of the journal this section exists

“to assist readers to develop an appreciation of central ideas in ELT, and to
approach the content of articles from a perspective informed by current debate on
aspects of theory and practice.”

It is a place to start for those new to the discipline or who are interested in learning what
the current hot topics are and where the debates are going in regards to new theories and
ideas.

Submission Guidelines:
In summary the journal looks for articles that draw on experiences within the
classroom that relate to new methods of teaching, technology, new material, syllabuses,
means of assessment, teacher training and other areas of interest specific to English
language teaching. They will also accept articles that focus on aspects of language
teaching (i.e. grammar, vocabulary, pronunciation, etc). These articles however should
not require a specialization in linguistics and not be purely descriptive or analytical, the
journal is mainly concerned with practical application. Also, articles that detailed planned
and executed experiments within the classroom that deal with applicable topics. The last
kind of article can deal with the issues implicit in the teaching of English as a second or
foreign language, within the scope of interest presented in the journal. All submissions to
the journal are blind reviewed by the advisory editorial panel. For a detailed list of exact
guidelines for articles, the best resource is their website,
http://www.oxfordjournals.org/eltj/for_authors/index.html. It is possible to submit an
article via email, but not by fax. Other submissions besides articles are as follows,

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2 Oxford Journals, “Key Concepts in ELT,” ELT Journal,
3 This is a paraphrased summary of the guidelines posted on their website. Oxford
Journals, “Information for Authors,” ELT Journal,
reviews, key concepts, comment, readers’ response and correspondence. Unsolicited reviews of books and articles are not accepted, if you wish to write a review for the ELT Journal you should contact the Editorial Board. Key concepts is a feature of ELT that highlights important concepts in the field of ELT, it is a kind of glossary of terms consisting of about a 500 word explanation of the term and its history and development and suggestions for further reading. The comment section is a place where professionals can give their personal opinion on topics within ELT; they are limited to 1000 words. Lastly, is the readers’ respond and correspondence sections that are just responses to articles published in the journal.

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