

Information for Contributors

Aims and Scope

The *International Journal of Christianity and English Language Teaching* (ISSN 2334-1866, online) is an international peer reviewed open access journal that publishes quality empirical, practical, review, and theoretical papers covering a broad range of issues in English language teaching and research. *IJC&ELT* is thus an interdisciplinary forum, publishing both original research and teaching articles, as well as stimulating reflections and reviews of interest to Christians and others in TESOL. It aims to provide an international forum for established and emerging teachers, researchers, and others committed to ELT from a Christian point of view.

Audience

The *International Journal of Christianity and English Language Teaching* is primarily intended for use in the academic community, especially for members of the Christian English Language Educators Association (CELEA, see <http://www.celea.net/>), its sponsor. Yet *IJC&ELT*'s interdisciplinary nature also makes it accessible and of interest to educators of various types (including teacher trainers and those working with English language learners), curriculum developers and materials writers, Christian organizations concerned about language issues, and other interested practitioners, researchers, and theorists.

Focus and Format

With the above audience and policies below in mind, the focus of the *International Journal of Christianity and English Language Teaching* is primarily on, though not restricted to, the following areas of inquiry, practice, and thinking in English language teaching:

- applied linguistics and language and culture learning and teaching
- classroom and other best practices in TESOL
- design and development of EFL/EIL/ELL/ESL/ESP curricula and materials
- ELT skills (listening, speaking, reading, and writing) and methodologies
- innovations in teaching and learning English as a second/foreign language
- TESOL teacher education, research, and training
- theory and practice in second/foreign language learning and teaching

As an international publication whose primary audience is Christian English language educators and other interested parties, all contributions should approach the focus or topic at hand recognizing a Christian point of view, though readers realize that this may be more detailed or obvious in some cases and yet may appear less so in other instances. Submissions may be drawn from relevant presentations (CELT or other conferences, for example) or reflect classroom practices, research, or reviews of potential interest to *IJC&ELT* readers.

The journal includes four distinct sections:

Articles – reports of empirical studies, review papers or meta-analyses, theoretical position papers, etc. These should not exceed 7,000 words, including references.

In the Classroom – descriptions of teaching activities or techniques, classroom action research, etc., within a relevant theoretical framework, not to exceed 4,000 words.

Forum – position papers or reactions to articles or reviews, opinion or viewpoint articles, or reports, interviews, or commentary on current topics of interest. These submissions should also not exceed 4,000 words, including references.

Reviews – evaluative book, materials, and software reviews relevant to *IJC&ELT* readers. These will not usually exceed 1,500 words, including references.

Policies

In order to reach the widest readership possible, the *International Journal of Christianity and English Language Teaching* is published online through the *IJC&ELT* website (<https://digitalcommons.biola.edu/ijc-elt/>), where editorials, articles, reviews, and other relevant communications are freely downloadable in the form of PDF files. CELEA members, libraries, or other readers may print out the complete issue file for themselves. If there is interest and demand, in the future we may offer hard copy issues through a print-on-demand publisher.

Given that the focus is English language teaching, the language of the journal is English. Initially the frequency of issues will be one per year, with the hope that this may increase, assuming a sufficient quantity of quality contents that pass blind peer review. Preference will be given to articles and reviews that make clear, helpful, and fresh contributions to the field of ELT within a Christian perspective, broadly conceived. Articles, advertisements, and reviews do not necessarily represent the opinions or views of the editors, editorial review board, or CELEA. Submissions may be made by readers around the world. Accepted papers and reviews will be approved by the editors and at least two additional readers, as appropriate for the *IJC&ELT* based on their contributions, originality, and relevance.

Articles and reviews shall conform to the *Publication Manual of the American Psychological Association* (APA style, 6th ed.). Authors who publish in the *IJC&ELT* retain copyright of their work, enabling the unrestricted use, distribution, and reproduction of their article or review in any medium, provided that they formally cite the original publication in the *International Journal of Christianity and English Language Teaching*.

Manuscripts must not have been previously published or currently submitted for review at another journal. Authors should inform the editors if related research or a similar version of their manuscript has been published or is under consideration elsewhere. Authors will not be paid for articles or reviews; neither will they be charged publication fees. Authors, like readers, may freely download and print as many copies of their work in *IJC&ELT* as desired.

Submissions

Contributions should be in the form of Word documents submitted as attached files at IJCELT.Editors@gmail.com. Manuscripts which do not conform to the guidelines in the *Publications Manual of the American Psychological Association* (6th edition, 2010) may not be sent for external review. The *IJC&ELT* welcomes articles from both native- and non-native English speakers, yet requests that ideas in submissions be expressed clearly for a broad, international audience. Authors are responsible for fluent language use, as well as for the accuracy of any data, references, or citations they incorporate into their work. Obtaining permission to incorporate any previously copyrighted material is the author's responsibility. The editors reserve the right to make minor editing changes without prior consultation with authors. Major editing or revisions, however, will only be done in consultation with authors.

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