

Vision and specification for Language Issues

Introduction

NATECLA wishes to build a strong, sustainable future for its part peer - reviewed journal.

Representatives from the Language Issues Editorial Board and Management Council produced the following statements on the vision for Language Issues.

1. Vision

Language Issues is a part peer reviewed journal with a twenty year reputation for high quality contributions to academic and professional debate on theory and practice in ESOL.

Language Issues:

- occupies a gap in the market for a journal which explores the middle ground between academic research and classroom practice - it bridges the gap between theory and practice
- offers a fusion of the academic-theoretical and the practical-reflective and a variety of styles to reflect this
- sets the trend for part-peer reviewed journals of the twenty first century
- focuses primarily, though not entirely, on ESOL in England, Scotland, Wales & Ireland
- focuses on ways to enhance teaching, training and the management of ESOL
- is independent of government and private organisations and publishers
- is financially viable and self-sustaining
- is controversial and challenging
- is topical and relevant
- offers high quality, well-written contributions (both peer reviewed and non peer reviewed) with research conducted to acceptable standards
- meets peer review standards for peer reviewed contributions

- offers academic clarity
- complements and links with NATECLA News
- while NATECLA News is a newspaper, Language Issues is more academic, serious and reflective
- does not replicate other publications - e.g. the international ELT journals, the NRDC publications
- wants a wide contributor base and wide range of articles
- wants a wide hybrid researcher/ practitioner readership expanded from the old-format journal.

2. Specification

Category	Description
Type of publication	LI is a part peer reviewed journal
Aim	LI explores the middle ground between theory and practice offering a fusion of the academic-theoretical and the practical-reflective and setting the trend for part-peer reviewed journals of the twenty-first century
Readership	Trainee teachers, MA students, teacher trainers, experienced teachers, new teachers, managers, policy makers, people from a wide range of settings – from universities to work-based ESOL contexts
Style and content	Captures the fusion of peer-reviewed academic content and practical/reflective content Breaks new ground - innovative 'not magazine-y , not dense Contemporary Serious Offers a breadth of content and opinion. (However not materials that are offensive or discriminatory will be considered).
Format	Has variation in and within page layout - to reflect the fusion of content

	<p>Has some constant features - a template to emerge for the different elements of the journal</p> <p>Adheres to essential academic conventions for peer reviewed section (see guidelines for writers)</p> <p>Is not too dense - white space between and within items</p> <p>Clearly separates sections of text (e.g. paragraphs and headings)</p> <p>Contains appropriate visuals (diagrams, graphics, photos, pictures)</p> <p>Uses colour/shading - in blocks or in other ways</p>
Size	<p>As current edition</p> <p>On-line version</p>

Compiled from special Language Issues meeting on 26 April 2010