

### CALL FOR JOURNAL SUBMISSIONS

EnglishUSA is accepting submissions for the 2020 Fall Issue of the EnglishUSA Journal. For the next issue of the journal, EnglishUSA specifically invites contributions on the ESL/EFL Industry response to the global COVID-19 crisis through innovative, effective and replicable ways to adapt instruction, assessment as well as other academic and administrative matters. It also invites for submissions on the topics of teaching equality, equity and justice in the light of protests sweeping our nation and the world. The deadline for submissions is August 17, 2020.

### THE ENGLISHUSA JOURNAL

The EnglishUSA journal focuses on theory and practice in the field of teaching English as a second/foreign language and serves as a medium for sharing best practices, addressing current issues and presenting research. Submissions will be received by the EnglishUSA Professional Development and Activities Committee (PDAC), evaluated by peer-reviewers and published in an online journal to be shared with the EnglishUSA members and the wider ESL/EFL community. The EnglishUSA Journal is created for readers interested in English Language teaching, administration and leadership at the post-secondary level. The journal is published twice/annually and features practical and theoretical content primarily focused on programs that serve language learners in proprietary programs or university-governed institutions. Featured articles support EnglishUSA's interest to represent, support and be the recognized voice of English language programs, emphasizing engagement, integrity, excellence and collaboration.

### SUBMISSION GUIDELINES

- Submissions are accepted from within and outside the USA regardless of membership status.
- Submissions may fall under one of following categories:
  - > In the Classroom (300 - 1000 words)
  - > Reports and Reviews (500 - 1000 words)
  - > Journal Articles (1000 - 3000 words)
- Contributions must be submitted online through:  
<https://www.englishusa.org/page/SubmissionForm>
- Submissions must adhere to the style and referencing guidelines as specified in the Publication Manual of the American Psychological Association (6th or 7th edition).
- Tables, figures and images should be submitted in a zip file in their original file format titled appropriately.
- Contributors must obtain written permission to include any copyright-protected items, such as illustrations, photos, lyrics or screenshots. Copyright must be acknowledged in the article.
- EnglishUSA reserves the right to refuse or edit all entries before publication.

**In the Classroom** articles provide a space for instructors, trainers, administrators and managers to share practical ideas, resources and tools to use in the classroom. The objective of this section is to share best practices, encourage peer collaboration and inspire creativity. Submissions may include, but are not limited to:

- Lesson plans and activities designed for English language learners that include student learning outcomes, materials, pacing, learning engagement, etc.
- Useful classroom practice tips, strategies and tools.

**Reports and Reviews** offer summaries of relevant events, conferences or resources in the English language teaching field. The objective is to update the EnglishUSA community with reports on useful topics recently presented at events and conferences in the USA and overseas. This section also offers professional reviews on English language related publications to help inform readers, which would be useful for their own programs. Submissions may include, but are not limited to:

- Reports from professional development, advocacy and other relevant events and conferences that summarize one or more sessions. Reports must include the title, name(s) of presenters and year of presentation.
- Reviews of relevant resources that can be used by instructors or administrators including articles, textbooks, apps, websites etc. Reviews must include the title, author(s), publisher and year of publication.

**Journal Articles** feature research, analysis and studies on teaching, learning and administration in the field of ESL/EFL. Content is relevant for instructors and administrators of the English language and focuses on language acquisition and learning, aspects of the English language, applied linguistics in addition to issues related to program administration. Submissions may include, but are not limited to:

- Articles on English language teaching methodology, approaches, techniques, teaching materials, syllabus design, assessment, etc.
- Articles on teaching and learning standards as well as program administration and evaluation.