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- 1 Editorial
- 2 Thinking Global
Linda Ruas
- 11 The Dimensions of Learning in Language
Teaching
Rahila Waqar
- 20 The Craft of Storytelling
Andrew Wright
- 28 Empowering Learners through
Functional Grammar
Lorraine Batres
- 34 Teacher Talk
Teaching English as A Second
Language.
Be Creative!
Alison Hyde
- 37 Learners' Link
An angel in Disguise
Hamna Usman

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SPELT Quarterly Article Description

The Quarterly reaches out to all members of the English Language teaching community. It endeavours to keep them abreast with the latest ELT information and teaching techniques. It also aims to provide a platform to local teachers for publication of their articles dealing with language teaching and its implications. Keeping in mind the above-mentioned aims of our journal we publish articles fitting the following description:

Lead Articles: (4000-5000 words)

These articles are intended to inform and reflect eminent theories, practices and issues. They have theoretical underpinnings or are research-based, reflecting current trends in English language teaching. References and citations need to be attached.

Short Articles: (2000- 3000 words)

Intended to promote innovative and interactive teaching strategies and styles, the articles usually include activities and exercises that teachers can use in the language classroom.

These articles are based on:

- 1) Exploitation of visuals for language teaching
- 2) Global issues integrated into the language lesson
- 3) Teaching Tips that help the teacher in the language classroom

It is expected that activities given in the articles are sequenced in order of difficulty and that the answers are supplied.

Teacher-Talk: (1500-2000 words)

Contains articles that are intended to allow teachers to share their teaching experiences and issues related to their careers.

Learners' Link: (1200 to 1500 words)

These articles reflect students' thoughts, opinions, aspirations, disappointments etc. about their lives as students, or their views on global issues.

General Guidelines for Articles for SPELT Journal

Articles should:

- be original work and must not be plagiarized
- be submitted as e-mail attachment (soft copy) in Microsoft Word, typed using left justification, double line spacing, and standard font size 12 Times Roman. If hand-written, it should be on alternate lines in black ink, on one side of the paper only
- have a word limitation according to category as given in the Description of Articles. The total word count should be given at the end of the article
- be written in simple language, avoiding a pedantic tone, clichés, jargon, etc.; include an introduction and conclusion; include headings and sub-headings graded point size for clarity
- be clearly structured, coherent and accessible; avoid repetition; include definitions of any terms, non-standard abbreviations or unfamiliar symbols
- keep quotations clearly marked, within text
- have photographs, diagrams, tables, graphs, clearly numbered and numbered sequentially for text reference
- be accompanied by appropriate bibliographical references in alphabetical order and acknowledgements for all sources cited in the text
- have copyright permission for quoted material; this is the sole responsibility of the author
- be accompanied by a cover letter with a 20 to 30-word biodata of author and e-mail address, full mailing address and both day time and evening telephone numbers as well as cell number
- Full-length articles should include an abstract of no more than 150 words. The full length articles are sent to members of the Editorial Advisory Panel and acceptance is dependent upon their recommendation for publication.
- It is assumed that manuscript submitted has not been previously published and is not under consideration for publication elsewhere.

Articles should meet the above guidelines to be considered for publication.

The editors reserve the right to make minor changes for clarity and consistency of style; in case of further change, the authors will be consulted for approval.

The contributors will receive two copies of the issue in which their work appears.

The copyright of the article remains with SPELT. The article may be reprinted elsewhere, but the SPELT journal must be acknowledged as the first place of publication.

Reprinting of Articles:

Articles may be reprinted in other journals for language teachers, provided that the author and source are stated. Two copies of the journal in which the article appears should be sent to the Editor.

