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Publishing in learner autonomy: Insights and advice from editors

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TITLE

Publishing in learner autonomy: Insights and advice from editors

RELEVANT SIG

Teacher Development

FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

learner autonomy - teacher autonomy - publications - insights

ABSTRACT

Learner autonomy is “one of the most widely discussed concepts in second language education,” with “apparently no end” to the published work (Little, 2020, p. 8). So, given the proliferation of publications, why the need to publish in learner autonomy? Firstly, in general, publishing is an opportunity for educators to contribute to the field while developing their own knowledge (Burns, 2023). Furthermore, publications can increase the chances of being recruited and promoted (Klingner et al., 2005). With regard to learner autonomy and related fields (e.g., self-regulation, self-directed learning, strategies, self-access, learner and teacher narratives), further dissemination is still needed, particularly qualitative research using innovative methods, especially in outside-classroom contexts (Chong & Reinders, 2022).

In this presentation, we will help educators identify potential projects to enhance their own knowledge and skills while also contributing to the field. With our experience in managing and editing academic journals and books related to learner and teacher autonomy, we will discuss the kinds of papers that are needed in the field. We will then explore some common reasons why papers get rejected and provide some tips for increasing acceptance. Finally, we will talk about opportunities for publishing in our journals and book series.

Author: Dr VOLA AMBININTSOA RAZAFINDRATSIMBA, Dominique (Kanda University of International Studies)

Co-author: Prof. MYNARD, Jo

Presenters: Dr VOLA AMBININTSOA RAZAFINDRATSIMBA, Dominique (Kanda University of International Studies); Prof. MYNARD, Jo

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