

TexELT is an annual publication of TexTESOL V, a regional affiliate organization of TESOL International Association

### CALL FOR PAPERS

The Publications Officers are now accepting submissions for Volume 8, No. 1 of *Texas English Language Teaching* (TexELT), an online journal, a publication of Texas Teachers of English to Speakers of Other Languages-Region V (TexTESOL V).

This is a peer-reviewed electronic publication which will be posted on the TexTESOL V website and will be available free of charge to members through email Newsletter link and to the general public through the public access portions of the TexTESOL V website.

**Submissions are due April 20, 2019.** It is anticipated that manuscripts selected for consideration will be sent to members of the peer jury of readers by April 22, 2019 and returned to the Publications Officers with Level One Protocol advice by April 30, 2018. Online publication is tentatively scheduled for September 2019.

All submissions should be sent electronically to [ritadeyoe@yahoo.com](mailto:ritadeyoe@yahoo.com). If you do not receive a return email confirming receipt within three days, please send a follow-up email.

### Editorial Process

Manuscripts that meet the specifications listed will be reviewed by the Publications Coordinator, who will create a “blind copy” with no identification of the author(s). It will then be submitted to members of the TexELT Review Panel or the TexTESOL V Board or other qualified readers, who will be selected for relevant background and interest in the topic, and to insure anonymity of the author(s).

If approved by at least three readers, the blind-copy manuscript will be assigned to Peer Jury Reviewers for general content editing advice and review. If approved by only two readers, it will be submitted to an additional reader and the majority decision will be final.

If a majority of the review panel do not support accepting the manuscript in its current form for further development and publication, the author(s) will be notified accordingly.

If only minor editing is needed, the Publications Officers will make minor corrections. If substantial changes are needed or missing information is required, the author will be given the option to revise as requested or to withdraw the manuscript from consideration.

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### **Publication Priorities**

#### **Action Research Reports**

These are reports on action research in which the writer has developed a plan to do something in a particular way to try to improve student outcomes, gives some evidence of having compared that approach with previous or simultaneous alternative approaches, evaluates the outcomes, and critically examines both implementation issues and outcomes. If not at the level of an experimental or quasi-experimental design, the study should present evidence of thorough planning of details and be based on a review of relevant available literature.

#### **Critical Reviews of Textbooks, Teaching Materials, or Teacher Preparation Texts**

These include critical reviews of textbooks and materials for teaching English or preparing teachers of English as a Second Language at any of the levels (elementary, secondary, adult, and higher education). The reviewer points out personal experiences in using the text or materials--positive and negative--and/or details benefits and defects, as perceived by the reviewer, for populations our membership serves. TextESOL V members work in urban schools and colleges with extensive bilingual, newcomer and ESL programs and also in rural districts with limited programs and few ESL professionals. The reviewer should state the settings for which the text or materials reviewed are considered.

#### **Practical Perspectives (New Category, 2018)**

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Articles in this category describe relevant, research-based solutions to current problems in second language teaching and learning. From personal experience, authors provide detailed contrastive information and/or propose innovative strategies, activities, and applications to improve student learning outcomes and highlight practical examples to illustrate key points. Articles may address any levels of education from early childhood through higher education. Should be reasonably brief, written in conversational style, be of interest to practicing educators, and include in-text citations/references (APA, 6th edition).

#### **Research Syntheses for Application**

These include well-structured syntheses of the best practices for our regional needs or the needs of a particular type of situation that exists in our region, according to research from a wide variety of sources, but with critical attention to applicability and the perceived quality of the research cited, whether qualitative or quantitative.

#### **Criteria for Consideration**

1. The research topic should be of fairly general interest to practicing ESL teachers at one or more of the levels addressed by our Interest Sections: Elementary, Secondary, Adult and/or Parent Education, Higher Education. This includes post-secondary ESL students and Bilingual/ESL Teacher Preparation.
2. The manuscript should be in Times New Roman 12pt font and should follow APA 6th edition format for citing all sources. You may request information on this format from the Publications Coordinator.
3. The manuscript should be sufficiently edited with regard to errors in grammar, spelling, punctuation, idiomatic usage, and document format to resolve all errors identified by Spell Check.
4. All sources should be cited properly and completely so that the reader can easily consult the original source or access it electronically if it is available online.
5. All authors are solely responsible for ensuring that no plagiarism occurs in their submissions, and authors whose work is selected for publication will need to sign a statement to that effect. At their option, the editors may submit papers to an anti-plagiarism service for originality comparisons.
6. No specific length is required because the online publication format does not create arbitrary limitations on the quantity that can be published. However, our members (and our peer jury) will prefer brevity with substance and simplicity with sufficient detail to comprehend fully the contexts and applications discussed.