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**The process of editing articles for
publication**

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Argentina TESOL's Publications

- 1988, Argentina TESOL: *ARTESOL Newsletter*.



- News on the association
- Articles from different professionals in the EFL and ESP field



- **July 1999**, the first **ARTESOL ESP Newsletter**
 - Hard-copy publication
 - Released twice a year



- **2001**, ARTESOL ESP Newsletter stopped being published

- **2011, ARTESOL ESP Journal**, *A Refereed International Journal of Issues in Teaching English for Specific Purposes* (Online publication)
- **2014, ARTESOL EFL Journal**, *Building Networks Among Teachers* (Online publication)

ARTESOL ESP/ EFL journals' mission:

- Enhance professionalism in the ESP and EFL fields
- Become a resource
- Opportunity for teachers to publish their research papers and teaching experiences

They are open access publications

ARTESOL ESP/EFL Editorial Boards

- Are responsible for supporting the journals' mission and for driving the publication forward.
- Provide original articles that respond to the EFL/ESP community's interests.
- Select papers that provide original and important contributions to knowledge
- Reviewers' important team work that allows for the paper's suitability for publication.

ARTESOL ESP/ EFL Publication Guidelines

ESP/EFL Journals

- receive submissions of unpublished manuscripts on any topic related to the area.
- All submissions should comply with the requirements of the Publication Manual of the American Psychological Association, present 7th edition.

Different **categories of manuscripts** are accepted according to the field:

▪ **ESP Journal:**

1. Research articles,
2. Pedagogical experiences in ESP,
3. Theoretical reflection,
4. Reviews.

<https://arteso.org.ar/arteso-esp-journal-submission-guidelines-2020-6710>

▪ **EFL Journal:**

1. Original research articles,
2. Reflective articles,
3. Pedagogical experiences in EFL,
4. Materials and media reviews.

<https://arteso.org.ar/arteso-efl-journal-submission-guidelines-2019-5343>

The editor's task is not easy!



- Specific problems presented in many manuscripts
- Difficulty in meeting a common criterion on the manuscript publication.

To be an editor/reviewer= a glamorous task (is it???)

-> slow process

-> time consuming & challenging

- Relevance of the topic**
- Interest to the audience**
- Some impact**

Pro bono work!!!

Difficulties

Some authors find it hard to

- keep to the length limit / word limit**
- present content in sections established**
- submit information requested (ex. the authors' bio)**

Writing

High Order Concerns (HOCs)

> global issues: purpose + focus + audience + organization & development

logical organization of claims (paragraph & text levels)

-> calls for hard thinking

Low Order Concerns (LOCs)

> local issues: grammar + spelling + punctuation + mechanics (collocations)

Writers are expected to have revised their articles

- the journal's aim and scopes**
- guidelines: word limits, formatting**
- all information requested is ready to be submitted**
- have edited the article for HOCs and LOCs**

Experience tells us otherwise:

Family and their Challenging Commitment to English Language Learning

English language occupies a prominent role in today's' globalized world. The importance of this language is on the increase to the extent that this has become a major issue for governments, curriculum designers, educators, and parents. Several are the factors that help to achieve the successful learning of the English language. This article through an exhaustive literature review and a qualitative descriptive methodology explores the role of family and their challenging pedagogical commitment with their children towards English language learning. The results clearly show that more the parental commitment higher the success rate in their children to English language learning.

Problems with

- > clear reference**
- > fragmentation**

River Plate Spanish speakers using two different modes: listening with a focus on intonational meaning and with a focus on intonational forms. The aim of both tests was to find out whether the listening modes employed had different impacts on perception and categorisation

For second languages, the L2 LP model posits that at an initial state of learning, the learners perceive the L2 sounds through an exact copy of the L1 perceptual map. Therefore, learning to perceive L2 sounds in a nativelike fashion implies learning which of the auditory dimensions available should be attended to and how they should be weighted. In performing these learning Tests, perceptual boundaries are gradually relocated, and new perceptual spaces are created, until the achievement of the optimal L2 perception.

Logic –connectors

The student's age and ability in English usually vary when considering EGP and ESP courses. Consequently, it is worth noting that ESP students tend to be adult learners who possess specific knowledge of an area and belong to an intermediate or upper level of English (Dudley-Evans & St. John, 1998). EGP students, on the contrary, are not associated to any age in particular as being part of an EGP course does not require prior knowledge of any specific domain. Thus, at times ESP learners are grouped because of their proficiency on a certain field disregarding their level of English, giving way to heterogeneous groups of students who share the background knowledge but cannot communicate it in the same way

Chief editor / Editor-in-chief / Lead editor or Chief editor

= stressing & time consuming job

- **receive & download manuscripts**
- **check - guidelines followed (?)**
 - **be full-lengths articles of no more than 5,000 words in length, excluding appendices.**
 - **include a brief biographical statement of the author(s) (paragraph format, maximum 100 words) their affiliation, and email address.**
- **abstract (150 words)**
- **five to seven keywords.**
- **screening the manuscripts for plagiarism**
- ✓ **send manuscripts out to reviewers**
- ✓ **respond e-mails from impatient authors**

- ✓ receive manuscripts from reviewers & send them out to authors
- ✓ read reviewers' comments –tone down some
- ✓ give reasons for rejections (experiences reviewers help)

Reviewers' job

- => challenging
- => time consuming (suggestions? recommendations?)
- => tiresome (re-re-reread revised articles)

**They know they play a significant role in determining the outcome
(accepted? accepted with some/ major changes? rejected?)**

Editors' job

- => stressing - heavy load of work
- => oversees the review process to ensure it is thorough, fair, and timely
- => discouraged

REWARDING - SENSE OF ACHIEVEMENT

- +++ enhance our own critical thinking**
- improve our own writing skills**
- become familiar with emerging new ideas**

THANKS!!

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