Call for Manuscripts: Spring 2021 Issue

GATESOL in Action Journal (GIAJ)—the academic peer-reviewed journal of GATESOL—is an engaging, relevant, practitioner-oriented journal meant to support the readership of teachers, teacher educators, researchers, program administrators, and graduate students. The journal strives to support and mentor authors and readers who teach, conduct research, administer programs, and/or study in language teaching contexts.

The multifaceted journal articles in GIAJ focus on theory, research, pedagogy, and educational policy related to the teaching of English to speakers of other languages and address the following multilingual learners: U.S.-born bilinguals, Generation 1.5 students, immigrants, refugees, and international students. Submissions need to have a practical application to multilingual learners’ academic and institutional context.

Spring 2021 Deadline: January 31, 2021

Submit blinded manuscripts through georgiatesoljournal.org. See the next page for submission guidelines and details.
Submission Guidelines

NEXT ISSUE RELEASED: APRIL 2021
SUBMISSION DEADLINE: JANUARY 31, 2021

Classroom teachers, teacher educators, administrators, and researchers are invited to submit manuscripts to GATESOL’s peer-reviewed academic journal, GATESOL in Action Journal (GIAJ). Authors should submit unpublished work not under consideration by any other publication.

Types of Submissions
GIAJ welcomes practical, theoretical, and research articles related to all areas of ESOL. Articles should be clearly written, purposeful, and discuss the topic in some depth where treatment of the topic is interesting, insightful, and based on the writers’ experience. Specifically, we accept articles in the following categories:

- **Pedagogical practices, programs, policy, and perspectives** (up to 15–20 double-spaced pages, including references and appendices): Based on current or emergent trends in the field of TESOL, these articles present well-argued viewpoints regarding theory, research, pedagogy, and/or educational policy; analyses of approaches for specific student populations; curricular changes; pilot studies, or other discussions that are of interest to our readership. These articles should go beyond restating others’ ideas to presenting original interpretations, reinterpretations, insights, or applications.

- **Empirical research or literature reviews** (up to 15–25 double-spaced pages, including references and appendices): Research-based articles should be driven by pedagogical problems and research questions that address those problems. We encourage the submission of classroom-based and reflective teaching research. These articles should show evidence of rigorous scholarship, make an original contribution to the field of ESOL education, contain ample references, and provide readers with insights that they can generalize to their own educational settings.

- **Teaching techniques** (approximately 500–2,000 words): These brief articles should highlight one example of an original practice the author has used successfully. Topics can range from warm-up activities to long-term projects and can deal with any area of language teaching; there are few restrictions on the type of English teaching techniques that might be acceptable. Techniques involving technology are also appropriate. However, the technique should be applicable in a wide variety of contexts. Authors should provide a brief description of the context in which the technique has been used (possibly including location, description of the learners or the course, reasons for implementing the technique) in order to provide basic background information and a point of reference for readers. While authors can report on their own use of the technique, the purpose of the article should be to provide guidance and direction so that other teachers can implement the technique in their own classrooms. Techniques can target a specific group of learners (of a certain age, skill level, etc., or with specific needs or purposes for studying English). But a technique that has been used with, for example, young learners in the author’s school should be transferable to young-learner classrooms in other places around the world. In some cases, the author might break down the technique itself into separate steps presented within the article.

Manuscript Form
Manuscripts should follow APA (7th edition) style guidelines. Please be sure to include an abstract. As manuscripts are subject to double blind review, content should not reveal author identities or affiliations. Full references for all citations should be included.

Submitting a Manuscript
Manuscripts should be typed in Microsoft Word and submitted via georgiatesoljournal.org. Include a cover page giving the author(s)’ names, affiliation, complete mailing address, email address, and home and/or work telephone numbers. Manuscripts will be reviewed by the editors before being sent out for peer review.

The Review Process
Manuscripts undergo a double-blind review process with at least two reviewers from the Editorial Review Board. Acceptance decisions are based on interest and relevance to GATESOL membership, usefulness, clarity, timeliness, and cohesiveness. The overall balance of the journal’s content also influences editors’ selections.