

FED-CLLE Workshop: "What Makes a TELL Paper Publishable? Insights from an Associate Editor, Author, and Reviewer"

Date: 29 April 2026

Time: 11:00-12:00

Venue: E33-3038, Faculty of Education

Language: English

Registration: <https://go.um.edu.mo/hn7r97og>

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Speaker:

Dr. Boris VAZQUEZ-CALVO is a Ramón y Cajal Senior Researcher in Language Education at the University of Seville, Spain. His work sits at the intersection of digital literacies, artificial intelligence, informal language learning, and language teacher education. He examines how digital platforms, online communities, and emerging technologies shape language learning, pedagogical practices, and the identities of language learners and educators in multilingual and multicultural contexts. He has published widely in journals in applied linguistics and technology-enhanced language learning, including *Language Learning & Technology*, *ReCALL*, *Computer Assisted Language Learning*, and *Interactive Learning Environments*. His recent research explores AI-mediated language learning, memes and digital humor in teacher education, fandom and online language socialization, and the pedagogical implications of digitally mediated communication. He is an associate editor of *Language Learning & Technology*.

Abstract:

This roundtable is designed for PhD, EdD, and MPhil students, as well as early-career researchers, who are interested in publishing in technology-enhanced language learning (TELL) journals. Rather than offering a conventional talk on publication tips, the session approaches academic publishing through three complementary roles that shape how research is evaluated and circulated in the field: associate editor, author, and reviewer. From the associate editor's perspective, drawing on editorial experience at *Language Learning & Technology*, the discussion will consider what journal editors look for when assessing submissions: fit with scope, clarity of contribution, theoretical grounding, methodological rigor, and the

extent to which a manuscript engages meaningfully with ongoing conversations in the field. From the author's perspective, the session will reflect on the challenges of developing a research idea into a publishable article, selecting an appropriate journal, framing a study convincingly, and responding productively to reviewer feedback. From the reviewer's perspective, the roundtable will examine how manuscripts are often read critically, what common weaknesses tend to undermine submissions, and how peer review can be understood not only as gatekeeping but also as a form of scholarly dialogue. The session will be especially relevant to those working on topics such as digital literacies, informal language learning, technology-mediated pedagogy, and artificial intelligence in language education, though participants from related areas will also benefit. Throughout the discussion, attention will be given to what distinguishes stronger manuscripts from merely competent ones, including analytical depth, conceptual precision, and a contribution that moves beyond descriptive accounts of technology use. Participants will be invited to bring their own questions, article ideas, or publication concerns into the conversation. The aim is to create an open and collegial space in which emerging scholars can better understand the publication process, sharpen their sense of what journals expect, and develop more confident pathways from research project to publishable article.