

# Learner Development Journal Issue 11: Call for Proposals

**Theme:** Exploring Learner Development Practices and Puzzles with Diverse Learners: Co-Design Across Multiple Contexts With and For Learners with Disabilities

**Focus:** Language Learning and Teaching with and for Learners with Disabilities

**Extended deadline for submissions: SUNDAY, MARCH 1ST 2026**

**E-mail:** [ldj.issue11@gmail.com](mailto:ldj.issue11@gmail.com)

**Editors:** Diego Fernandes Coelho Nunes, Fabiane Bravo de Martins Bastos, & Alexandra Shaitan

We are language teachers and practitioner-researchers who share a common interest in co-designing practices and materials with diverse learners. For Issue 11 of the *Learner Development Journal (LDJ11)*, we aim to bring diverse voices to the table and promote dialogue on social justice and equity from multiple perspectives — including practitioners, learners, and their families — who are collaboratively developing practices that open up dialogic, practical spaces for collective growth and the removal of barriers.

## OVERVIEW

If you are interested in exploring questions like the following, please consider submitting a proposal for LDJ11:

- How can we support language development *with* learners with disabilities in diverse educational settings?
- How can we truly engage learners with disabilities in co-design for learning?
- What inclusive collaborative practices are emerging in formal and informal educational settings involving different school community members, such as students, families, teachers, social workers, psychologists, and support groups?
- What are the possibilities and challenges in these different pedagogical actions, and what puzzles remain unsolved?
- How do these practices contribute to a sustainable, culturally relevant, and inclusive/accessible practice?
- In what ways does technology support or hinder students' development and dialogue on social justice and equity from multiple perspectives?

## POSSIBLE AREAS OF ACTIVITY AND INQUIRY

Our aim is to expand conversations around inclusion, accessibility, and social justice in language education involving learners with disabilities. We hope that these questions will help to unpack discussions that explore:

- Inclusive and accessible pedagogical and/or learning strategies in educational settings for learners with disabilities (e.g., physical, sensory, intellectual, neurodivergent, or multiple disabilities)
- Challenges and dilemmas faced by teachers and learners in creating accessible language learning environments
- Institutional or collaborative interdisciplinary initiatives that promote equity in language education
- Reflective narratives by teachers, learners, or families on experiences in inclusive or multilingual settings
- Intersectional approaches that consider how disability intersects with race, gender, class, and other identities in language learning, as well as how such intersectionality is often shaped by colonial and post-colonial histories, ideologies, and practices
- Decolonizing ideologies and methodologies in language education for diverse learners.

## **DEVELOPING A COMMUNITY OF PRACTICES TOGETHER**

Our goal is to make the collaborative process of LDJ11 supportive and inclusive. We hope to create an enjoyable community of practices for practitioner research and story writing. We warmly encourage co-constructed inquiries, co-authorship, and joint participation of students/learners in stories and writing. As a contributor to LDJ11, you will be expected to collaborate with other contributors at different points in the development of your research, writing, reflections, and practice. To encourage this, there will be various opportunities to engage in discussions of your practices, respond to others' writing, and take part in online and/or face-to-face conversations & discussions with other LDJ11 contributors, including the editors.

We welcome **STORIES OF PRACTICES** in a variety of formats and **PRACTICE-RELATED REVIEWS**.

**STORIES OF PRACTICES** include but are not limited to the following formats:

- Reflective practice accounts or case studies
- Collaborative or autoethnographic narratives
- Qualitative and/or participatory research
- Multimodal submissions (including images, video, audio, etc.).

For **PRACTICE-RELATED REVIEWS**, we would like to include reflective commentaries of around 2,500-3,000 words that relate your review of one of the following published books to your own local learner development practices and concerns. Here we hope to get an inspection copy to share with you, and you are welcome to focus on specific chapters/parts in a particular book rather than reviewing the whole publication:

Annamma, S. A., Ferri, B. A., & Connor, D. J. (2022) *DisCrit - Expanded Reverberations, Ruptures and Inquiries*. Teachers College Press.

Connor, D. J., & Ferri, B. A. (2021). *How Teaching Shapes Our Thinking About Disabilities: Stories from the Field*. Peter Lang. <https://doi.org/10.3726/b18015>

Martinez-Alvarez, P. (2023). *Teaching Emergent Bilingual Students With Dis/Abilities. Humanizing Pedagogies to Engage Learners and Eliminate Labels*. Teachers College Press.

Valle, J. W., & Connor, D. J. (2019). *Rethinking Disability: A Disability Studies Approach to Inclusive Practices*. Routledge. <https://doi.org/10.4324/9781315111209>

## STAGED DEVELOPMENT OF RESEARCH AND WRITING

Rather than working exclusively towards a full draft from the outset, we feel it is more productive and enriching to build on, re-work, and extend your stories of practices and practice-related reviews in stages through sharing incomplete drafts, discussing them, and getting peer responses from other contributors. This will be in addition to receiving later feedback from LDJ Review Network members, and the LDJ11 editors. This staged development includes:

### 1. NOTIFICATION OF ACCEPTANCE: MONDAY, 9TH MARCH 2026

2. **FIRST PIECES OF WRITING** *Stories of practices*: 1,200-1,500 words; *Practice-related reviews*: 600-1,000 words; peer responses (March/April 2026)

3. **SECOND PIECES OF WRITING (building on, re-working, and extending the first piece)** *Stories of practices*: 2,500-3,000 words; *Practice-related reviews*: 1,200-1,800 words. Peer responses. Choice of blind peer or open review by LDJ Review Network members (July/August 2026), with review in October/November 2025

4. **THIRD PIECES OF WRITING (building on, re-working, and extending the second piece)** *Stories of practices*: Full drafts of 4,000 to 6,000 words; *Practice-related reviews*: Full drafts of 2,500-3,000 words (December 2026/February 2027)

5. **FINALIZATION/FINALISATION OF ALL TEXTS** Includes **abstracts and keywords** (English, Portuguese, Japanese, or another language), **statement of the review process** (open or blind peer review – see below), and **author bios** (English, Portuguese, Japanese or another language) (March/June 2027)

6. **PUBLICATION** LDJ11 will be published online on the Learner Development Journal website (<https://ldjournal.ld-sig.org>), with links sent to contributors (September/October 2027).

## CHOICE OF OPEN OR BLIND PEER REVIEW

In keeping with established LDJ practices, contributors have a choice between **BLIND PEER REVIEW** and **OPEN PEER REVIEW** by members of the Review Network and guest

reviewers invited for LDJ11. For more details, see <https://ldjournal.ld-sig.org/peer-review-process/>

## INITIAL INQUIRIES AND PROPOSALS (DEADLINE)

1. If you wish to check anything with us ahead of sending in your proposal, please email the editors at [ldj.issue11@gmail.com](mailto:ldj.issue11@gmail.com), and we'll get back to you as soon as we can.
2. The deadline for all proposals is **SUNDAY, MARCH 1ST 2026**.
3. For your proposal, please include the following information in a **WORD .DOCX file**:

**Name(s)**

**Institutional affiliation(s) and country of work/residence**

**E-mail address(es)**

4. Start with a brief story about yourself and your working (or studying) context(s), and your interest in exploring inclusion, accessibility, and social justice in language education involving learners with disabilities.
5. Indicate which type of writing you plan to do:

For **STORIES OF PRACTICES**, write around 500-600 words to introduce your ideas and proposed focus. Include also your experiences and/or concerns about writing in a personalised/personalized reflective way.

For **PRACTICE-RELATED REVIEWS**, write about 300-400 words, identifying the book you are interested in reviewing and why, and focusing on practices and questions that you plan to relate your review to.

6. Send your completed proposal as a **Word .docx** attachment to the editors at [ldj.issue11@gmail.com](mailto:ldj.issue11@gmail.com) using the tag line [NAME/S]\_LDJ11\_Proposal

## CONTACTING US

If you have any questions or concerns along the way, please feel free to email us at [ldj.issue11@gmail.com](mailto:ldj.issue11@gmail.com), and we will get back to you as soon as we can. The Call for Proposals were officially released in November 2025, on different email discussion lists, Facebook, and other social media platforms, as well as on the LDJ website, with Alexandra joining Diego and Fabiane as co-editor: <https://ldjournal.ld-sig.org/issues-ldj11-in-progress/>

Best regards

Diego Fernandes Coelho Nunes, Fabiane Bravo de Martins Bastos, & Alexandra Shaitan  
Rio de Janeiro & Tokyo, March 2026